DOCUMENT RESUME

ED 264 602 CS 209 573

AUTHOR Svobodny, Dolly, Ed.; Born, Warren, Ed.
TITLE Early American Spellers, 1775-1900. A Catalog of the Titles Held by the Educational Research Library.
INSTITUTION Alvina Treut Burrows Inst., Manhasset, NY.
SPONS AGENCY Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE 85
CONTRACT NIE-N-79-0591
NOTE 44p.; For a companion volume, "Early American Textbooks," see CS 209 572. Printed on colored paper.
PUB TYPE Reference Materials - Directories/Catalogs (132)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Educational History; Educational Philosophy; Elementary Secondary Education; Information Sources; Library Catalogs; *Spelling Instruction; Teaching Methods; *Textbooks; *United States History
IDENTIFIERS Early American Textbook Collection; Educational Research Library DC

ABSTRACT

Intended as a resource for use in the study of early developments in education in the United States, this catalog, prepared by the Educational Research Library of the U.S. Department of Education's Office of Educational Research and Improvement, contains bibliographic descriptions and brief annotations for 231 spellers published between 1775 and 1900. The descriptions are arranged alphabetically by title. In addition, the catalog contains an introductory essay that examines historical trends in spelling instruction in the United states, including: (1) the role of British spellers during the Colonial period; (2) the contributions of Noah Webster in the development of textbooks and spellers; (3) the growth in popularity of American spellers in the nineteenth century; (4) the influence of educational methods on spellers; and (5) the declining role of spelling in the expanding curriculum of the late nineteenth century. (FL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

FD264602

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

OERI

Office of Educational Research and Improvement
U.S. Department of Education

Early American Spellers

209573

EARLY
AMERICAN
SPELLERS

1775-1900

A CATALOG of the titles
held by the
Educational Research Library

Office of Educational Research and Improvement
U.S. Department of Education
Washington, D.C.

1985

FOREWORD

The *Early American Spellers Catalog* represents a unique historical collection of spelling books used in schools and homes during the eighteenth and nineteenth centuries in the United States. The 231 texts described in this catalog are a portion of the titles in the Early American Textbook Collection housed in the Educational Research Library of the U.S. Department of Education.

The main collection, consisting of 8,000 titles covering all academic disciplines, was started in the Bureau of Education when administrators recognized the growing scarcity and historical worth of the school books. Henry Barnard, the first U.S. Commissioner of Education, was especially interested in the collection and donated many books from his private library. A "Museum of Textbooks" was planned but was never realized due to a shortage of space and a lack of funds.

The Bureau of Education was established within the Department of the Interior in 1869. In 1953 when the Department of Health, Education, and Welfare was created, the former Bureau of Education Library was merged with the newly created departmental library. Only a small part of the Early American Textbook Collection was retained in this library. Most of the volumes in the collection were deposited in various public, college, and university libraries in the District of Columbia area. In 1973 those textbooks housed at the department library were transferred to the National Institute of Education to form the nucleus of the Library's textbook collection. The Library is now part of Information Services.

Cognizant of the need for a comprehensive collection of early American school books, the Library initiated steps to acquire the remaining volumes, and in 1977 the final portion of the textbook collection was officially transferred to the Educational Research Library. For the first time in several decades the school books are integrated and housed in a single collection.

The *Early American Spellers Catalog* provides a useful resource for studying the early developments and trends in American education.

Office of Educational Research and Improvement
Chester E. Finn, Jr.
Assistant Secretary

The Early American Spellers Catalog was prepared for the U.S. Department of Education under contract Number NIE-N-79-0591

CHIEF EDITORS AND COMPILERS

DOLLY SVOBODNY AND WARREN BORN

ART DIRECTION

DOLLY SVOBODNY

THE ALVINA TREUT BURROWS INSTITUTE, INC.

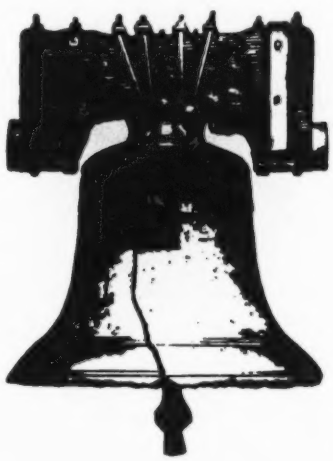
U.S. DEPARTMENT OF EDUCATION
WILLIAM J. BENNETT, SECRETARY

OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT
CHESTER E. FINN, Jr., ASSISTANT SECRETARY

CONTENTS

Foreword	iii
Table of Contents	v
Introduction	1
Early American Spellers	15
Alphabetical Index of Titles	37

Special note: Library of Congress classification numbers (e.g., PE 1145.A3) are given for each title to identify its location within the library collection.



Spelling in America: Historical Trends

An overview of nineteenth-century spelling instruction brings to mind one text as most representative and most influential—Noah Webster's "blue-backed" speller which, in its time, sold over 100 million copies. The blue-backed speller was far more than a conventional spelling textbook. In its earliest editions, the speller often comprised the entire school curriculum. It contributed, by the author's design, toward the establishment of an American-English language, and it fostered the development of an American, as opposed to British, character. Of course, it also taught generations of children how to spell and to read. "No other book," said one of its users, "the *Bible* excepted, has strained so many heads, or done so much good. It taught millions to read, and not one to sin" (28; p. 3), a tribute that would have immensely pleased the venerable "schoolmaster to America." For, as Webster himself once observed, "If my name is terror to evildoers, mention it" (28; p. 4).

Although Webster's speller stands as the most widely used American text, its authority did not go unchallenged. Hundreds of different spelling books were prepared during the period; many were blatant imitations of the blue-backed speller. Like their counterparts in other subject areas, these texts shaped young minds about what was worth knowing and how such knowledge should be gained. They, too, helped to develop a national character. For textbooks, then and now, contain more than information between their covers. In them ". . . are mirrored [a nation's] aspirations, hopes, beliefs, values, and social ideas. School-books are a kind of two-way mirror reflecting what a people believe and value, and also what they feel they ought to believe and value" (2; p. 1). It is in this context that a catalog of nineteenth-century spellers has particular value. As a collection, these books exemplify and preserve our forebears' beliefs about spelling and about the values that they held and sought to transmit to succeeding generations.

British Spellers Popular During Colonial Period

Following the Revolutionary War, American textbook compilers (few books were original creations, but were collections of materials from several sources), of whom Noah Webster was among the first and by all odds the most influential, sought deliberately to mold an American character by standardizing language and social customs. But, in the absence of an *American* educational tradition or of textbooks that were indigenous to America, compilers relied on the traditional British materials that had been used in the Colonies as models for the books they prepared. Rather than being new creations, nineteenth-century spelling books evolved out of long-held views about the nature and teaching of English spelling, views whose origins can be traced to Roman and Greek times. Thus, the spelling books listed in this catalog are to some extent surrogate time-machines that enable interested readers to look at schooling in the nation's early years and, as a result, to see our present educational practices in historical perspective. Let's journey, then, for a brief time to the years following our nation's independence from England and trace the evolution of spelling instruction to the time of America's entrance into the twentieth century.

While spelling is now a rather minor part of school programs, it was once a subject of central importance, especially in Colonial times and in the early years of the nation. Spelling books were the first instructional manuals that were placed in a child's hands, and these "omnibus" texts were the young "scholar's" primer, speller, reader, arithmetic, geography, and source of moral instruction (11; p. 102-03).

As had been the custom for centuries, one learned to read by a method of instruction called the "alphabet method." This method had quite well-defined areas of study. One area was the study of *orthography* and involved learning the order and names of the large and small letters of the alphabet according to their classifications as consonants, vowels, and diphthongs. Next, the speech sounds that each letter was believed to represent were learned. Then consonant and vowel letter combinations (such as *ab, eb, ib*) were spelled out and learned; once these syllable combinations were mastered, they were combined to form words that were usually presented in tables according to the number of syllables they contained, for example, *qua-li-fi-ca-ti-on*.

A second area of study was *spelling*, not simply a matter of naming the letters of words in their proper sequence, but also of dividing words into their syllables according to specific rules. "To spell is to Name the letters of a Word, divide them into distinct Syllables, and then join them together in order to read or Pronounce them aright," said one British authority in 1720 (17; p. 184.) Pronouncing words "aright" was a third area of study in the alphabet method. Called *orthoepy*, the study of the proper pronunciation of words in spelling books was as important as spelling them correctly.

The spelling books of eighteenth-century Colonial America were published in England or reprints of them printed in the Colonies. Thomas Dilworth's *A New Guide to the English Tongue* (the first American edition printed by Benjamin Franklin in 1747) and Daniel Fenning's *Universal Spelling Book* were among the most widely used. Fenning's speller bore a close resemblance to Dilworth's and in 1786 was the first book to be printed in what is now the State of Maine.

Another popular English speller, that later became Webster's chief competitor in the last decade of the 1700's, was William Perry's *The Only True Guide to the English Tongue or, New Pronouncing Spelling Book* (entry #119). First printed in Edinburgh in 1777, some 300,000 copies of Perry's speller were issued in America between 1785 and 1804 (4; p. 150-51). Yet another text of English origin which gained widespread use was John Walker's *A Critical Pronouncing Dictionary, and Expositor of the English Language* (entries #185-187). Printed late in the century (1791), Walker's text was especially disliked by Noah Webster because of its British pronunciation guide.

It would be erroneous to believe, however, that these and other spellers of the time reached a great majority of Americans, for there was no system of mass education in the nation's early years. As late as 1837, for example, only one-half of Massachusetts' children went to school. The rest were excluded because there were either no schools to go to, or they were not free. For the most part, illiteracy was not the social stigma that it is today. The practical affairs of life commanded most of one's energies, and needed skills were learned by apprenticing, not through formal schooling. This situation held true for many teachers as well, who often had little more education than their students. "Most schoolmasters," Webster observed, "are illiterate men, who have no particular instruction in grammar, and who have no guide to the pronunciation of words but the letters which compose them" (27; p. 33), a concern that was also voiced by Perry, even though there were sharp differences between the two men about whose language standards would resolve the problem.

Following Webster's and Perry's example, most early spelling books contained elaborate directions for schoolmasters to follow because of the importance of the subject. The spelling book was, after all,

> . . . the first elementary work placed in the hands of the scholar. From this he derives his earliest impression of the nature and utility of the language in which he is to speak and write. From this book he acquires habits of thought and expression; the tone and modulation of voice which distinguish him generally throughout life; from this he is to acquire the practice of spelling and pronouncing correctly; qualifications which give great force and effect to whatever is spoken and written (2; p. 378-79).

Most spelling books used during Colonial times contained reading material of a religious nature. Following the Revolutionary War, however, spellers generally became more secular in their content, with Holy Writ being replaced with moral precepts of the "Poor Richard" type and with rules of good conduct, among the most important being the quality of *virtue*. Like Aristotle's view in his *Nicomachean Ethics*, virtue, to the early compilers, meant the quality of "loving what is noble and hating what is base" and was an essential aspect of the cultivated person. In this sense, virtue was closely linked to citizenship. For, as Webster wrote in a letter to Daniel Webster, "intelligence without . . . virtue is incomplete because history has shown that to know what is right does not mean people will do what is right [and] love of country does not suffice either" (28; p. 478-80).

Just as the early spelling books were much alike, so were their compilers. They were men who came from many professions (often from the ministry), were Protestant and New Englanders, and held very similar views about religion, morality, virtue, and patriotism (2)—beliefs and qualities they tried to exemplify in their own lives and sought to instill in those who learned from their books. They believed as Webster did that "Education, in great measure, forms the character of men, and morals are the basis of government . . . The great art of correcting mankind, therefore, consists in prepossessing the mind with good principles" (2; p. 29), an aim to which Webster's spelling book was directed. Let's look briefly then at Noah Webster and his famous "blue-backed" speller, for he and his spelling book are the standards to which other compilers and their books must inevitably be compared.

JOHNNY JONES.

BABY BESS.

The Contributions of Noah Webster

Noah Webster was the new nation's first prolific textbook writer, producing in his lifetime a grammar, an American history, readers, two dictionaries, patriotic and civic materials, and his famous speller. Having been graduated from Yale in 1778, Webster, then about twenty, aspired to be a lawyer. But the economic outlook for young lawyers was poor at the time, and he turned to teaching for his livelihood. It soon became apparent to Webster that there were few books with which to teach; worse, in his estimation, the few available materials were of English origin and orientation. He therefore set out to correct the situation by preparing new material that would reflect and foster his patriotic views in young scholars.

Like other compilers, Webster's books were not new creations as much as they were compilations of Dilworth's and Fenning's texts, adapted to his own purposes. He proposed to call his work *The American Instructor*, which would contain three sections—a speller, a grammar, and an advanced reader. Webster probably began gathering his materials in 1781, and by 1783 the first of the sections, the speller, was completed and published with the title *The Grammatical Institute, Part I* which his publisher induced him to use. Three years later, however, the book was retitled *The American Spelling Book*. Webster had a singular aim for his new spelling book.

> Instead of proper names for places which belong to Great Britain, which we are incapable and unwilling to learn and which are totally useless in America, your memorialist has inserted those words only which occur in the sacred and other writing which are of obvious use and difficult pronunciation, together with the names of the Kingdoms of Europe, their capital cities, and the United States of America—the counties, principal towns, and rivers of each separate [sic] state—with other improvements of obvious utility (27; p. 1).

Webster's alterations of Dilworth's and Fenning's texts ran deeper still. In addition to adapting their spelling books to use in America, he also replaced much of their religious content with brief exhortations to lead good lives, such as, "Let not your tongue cut your throat"; "He that lies down with dogs must rise up with fleas." As Webster recalled in his later years: "This type of wisdom, clinging to the mind like a burr in the hair lent to the Spelling Book an attractive value which kept it a favorite among children and an object of sentimental interest to these same children when they were grown" (28; p. 62).

Webster did retain British spelling, although he revised the customary method of syllabifying words in order to conform more nearly to the syllables of spoken language. As a result, Dilworth's *clu-ster, ha-bit, nos-tril,* and *bi-shop* became Webster's *clus-ter, hab-it, nos-tril,* and *bish-op;* most notably, the suffixes *ti-on, si-on,* and *ci-on* became *tion, sion* and *cion* and were pronounced "shun" as in *salvashun*.

Webster did not change one time-honored aspect of spelling instruction, however—the method of learning in which memorization and drill were the cornerstones of word mastery. In this respect, Webster was the typical schoolmaster, a man more concerned that lessons were learned well than ". . . to secure the adulation of shirking, fawning ignorance" (28, p. 4). As he admonished the young scholars who read his book, "A wise child loves to learn his book; but the fool would choose to play with toys."

Webster's speller soon became popular, in part because it was in its way another kind of Declaration of Independence, "a declaration ending American servility to European modes of thought, fashion, and manners" (28; p. 53), and in part because Webster was an exceptionally accomplished public relations agent on his own behalf. He rode on horseback to villages in the Connecticut countryside visiting teachers, preachers, lawyers, and local school committees in order to promote his speller. As was the practice of the time, he secured hundreds of testimonials from noted public officials who extolled the virtues of his spelling book. He gave copies to printers, for in those days texts were produced and sold by local print shops. Any printer could secure a popular book and reprint it for local use, sometimes resulting in the same text being printed by more than one printer in the same town. Later, as Webster's fame spread, numerous pirated editions of the speller were printed without payment of royalties to him, and Webster was instrumental in securing copyright laws in several states and eventually at the Federal level. (Interestingly, the most notable fable appearing in Webster's speller, "Of the Boy That Stole Apples," was taken directly from Fenning's *Universal Spelling Book*.)

With the change of title to *The American Spelling Book* in 1788, another significant change also occurred—the appearance of a blue cover, whose distinctiveness soon earned the book the title of the "blue-backed" speller and even greater popularity; Webster claimed 200 editions of his book were printed by 1810. If success of a product can be measured by its imitators, the speller was indeed successful: not only were pirated editions in circulation, but outright imitations as well. Robert Ross' *The New American Spelling Book*, published in New Haven, was probably the first such copy that amounted to almost a virtual facsimile of the blue-backed speller.

There was another basic reason for the popularity of Webster's speller—its greater ease of use in comparison to other spellers of the time. While Webster retained the alphabetical method as the mode of instruction, he organized the material in a more effective fashion. As Webster wrote in 1783 to the New York Legislature seeking its endorsement:

> The Spelling Book is framed upon a new and laborious plan, that of reducing the pronunciation of our language to an easy standard, which is effected by the help of figures. All the various sounds of our vowels, which amount to near twenty, are represented by five figures only, and the words arranged in such order that the sounds of the vowels in fifteen or twenty words are often expressed by a single figure . . . with many other improvements calculated to extirpate the improprieties and vulgarisms which were necessarily introduced by spellers from various parts of Europe . . . and especially to render the pronunciation of [the American language] accurate and uniform by demolishing those odious distinctions of provincial dialects which are the subject of reciprocal ridicule in different states (27; p. 5-7).

It was an ingenious stroke to affect change while retaining tradition. Given a combination of systematically organized content, patriotic intentions, shrewd advertising, and fortuitous timing, the blue-backed speller had few serious challengers until well into the nineteenth century, and Webster realized his ambition to supplant Fenning's and Dilworth's "aby-sel-pha" (a corruption of *abisselfa*, stemming from a practice in spelling lessons in which a vowel which is also a syllable was noted by the formula "a-by-itself-a" [16; p. 271]).

Webster had another ambition, to create a dictionary that would clearly distinguish American orthography and pronunciation from British English and, in the process, demolish the influence of the British lexicographers, Samuel Johnson and John Walker. His aversion to these dictionary makers was as much due to their being English as to their treatment of orthography and pronunciation. Nonetheless, there were many Anglophiles in the new nation who swore their allegiance to Johnson as the only true lexicographer and to Walker as the only real authority on pronunciation, and Webster often had to battle hostility about his treatment of the language in his speller and subsequently in his dictionary, which appeared in 1806 bearing the title *A Compendious Dictionary of the English Language* (entry #203).

With the publication of the dictionary in which his orthographic and pronunciation standards were set forth, Webster could now revise his speller accordingly. He deleted "silent" letters in words such as *favour (favor), traveller (traveler), frolick (frolic)*; he transposed *e* and *r* in words such as *theatre (theater)* and *centre (center)*; he changed *c* to *s* in *defence (defense), gaol* to *jail*, and *plough* to *plow*, with the result that some compilers charged to the *defence* of Johnson's and Walker's authority. Later, in an 1828 revision of the dictionary which he retitled *The American Dictionary* (entry #193) and in an 1829 revision of the speller which he retitled *The Elementary Spelling Book* (entry #205), Webster restored some of the spellings he had previously changed. This action precipitated new criticisms about the fallibility of his scholarship and his authority as a lexicographer. Worse, his critics charged that his books confused young scholars about spoken and written English.

Despite these challenges, however, the blue-backed speller flourished in popularity and sales and retained the loyalty of legions of supporters throughout its existence. Even the Civil War could not break the speller's grip in the Southern states. Robert Fleming's *The Elementary Spelling Book* (entry #46) was an acknowledged adaptation of the blue-backed speller for use in the Confederacy. As Fleming, a Thomasville, Georgia, minister, pointed out in the preface to his speller, when he

> conceived the idea of preparing a Spelling-book to meet fully the necessities of the country, he soon became convinced that to make a better book than Webster's would be exceedingly difficult, if not impossible. It occurred to his mind that a revised edition of the *Elementary Spelling Book*, adapted to the wants of the people of the Confederate States of America, would be all that could be desired.

Fleming retained most of the features of the blue-backed speller but replaced reading passages that were partial to the North with scriptural passages that he believed supported domestic slavery. He also changed a few pronunciations to conform to Southern speech and changed the cover from blue to gray.

The blue-backed speller could be found in country stores as a standard item of commerce throughout most of the nineteenth century and was the official arbiter of spelling bees which flourished in countless communities during the period. In the year following the Emancipation Proclamation, nearly 1,500,000 copies were sold, chiefly because the freed slaves believed it necessary to have Webster's speller in order to learn to read (24; p. 128). Webster's dream to develop an educational system in which the language of the nation would be rendered uniform, moral values propagated, and love of country nourished came close to reality. The speller's grassroots popularity symbolized a new nation in which authority flowed upward from the common people. It epitomized the emerging American character.

American Spellers Gain Widespread Acceptance

This catalog amply illustrates that there were, of course, other spelling books than Webster's. With expanding national boundaries and the emergence of a common-school system, hundreds of spellers were printed, some quite

competitive with the blue-backed speller. Let us now look at the evolution of spelling instruction in the years following Webster's emergence as the schoolmaster to America. While Webster had many competitors, nearly all agreed with him that

> If you want to be good, wise and strong, read with care such books as have been made by wise and good men; think of what you read in your spare hours; be brisk at play, but do not swear; and waste not too much of your time in bed.

Virtually all the early compilers employed the alphabet method, and some, as noted earlier, borrowed liberally from Webster's book. Most notable among them was Elihu Marshall, whose *A Spelling Book of the English Language* (entry #87) contained whole tables of words lifted directly from Webster's speller and had a blue cover. Marshall also obtained Chief Justice John Marshall's endorsement, causing Webster to write a letter of complaint to the Governor of New York, DeWitt Clinton, in which he pointed out that should Webster have to sue Marshall for infringing on his rights, the case would conceivably land in the Supreme Court where Chief Justice Marshall would be in a position to decide the suit (27; p. 414-17). What frustrated Webster the most, however, was Elihu Marshall's use of Walker's pronunciation guide.

Plagiarism notwithstanding, the similarities among spellers generally overshadowed their differences, and early textbook compilers resorted to many means to call attention to the particular virtues of their spellers. One common practice was to cite the special features of a speller in its title, a practice that sometimes led to titles resembling paragraphs (see, for example, entries #9 and 64), while others were more parsimonious in their descriptions, for example, *Glass's Speller Consisting of Spelling Lists, Memory Gems and Dictation Exercises* (entry #53). Another common practice was to claim superiority for the speller over others, as Perry had done with his *The Only Sure Guide to the English Tongue* (entry #119) and Nathan Guilford in his *The Western Spelling Book; being an Improvement of the American Spelling Book by Noah Webster* (entry #55).

Guilford's speller also points out the contradictory situation in which Webster's speller was a model to be copied and a target to be attacked. Among the more successful critics were J.A. Cummings (entry #33), B.D. Emerson (entries #40-44), and Albert Picket (entries #122-128). But none was more vociferous or competitive than Lyman Cobb, a young, largely self-taught, New York educator, who sought to unseat Webster from his position of eminence. Cobb's attack was, of course, intended to establish his own speller, *Cobb's Spelling Book* (entry #27), as a leader in the burgeoning textbook market, and his speller in its various revised and augmented editions (entries #24, 26, 28, and 29) did achieve some amount of popularity. Cobb's criticisms were the loudest in pointing out inconsistencies between Webster's 1806 *The American Spelling Book* and *The Elementary Spelling Book* issued in 1829.

Cummings' and Cobb's spelling books were among the first to be devoted to teaching only spelling, and by the late 1820's other changes in spelling books began to appear also. Spelling instruction in Colonial America, it will be recalled, employed the alphabet method which prevailed well into the nineteenth century. In the absence of blackboards or sufficient numbers of slates upon which students could write, as well as the emphasis placed on correct pronunciation, spelling for the most part was an oral exercise. The schoolmaster would "give out" a word and "with a blow of his strap all the class commenced to spell it by syllables in unison" (28; p. 77), a teaching technique that also enabled a meagerly trained school teacher to maintain control over the class.

With rare exception, memorizing lists of words by constant oral repetition was the common practice, and as spelling books became almost exclusively devoted to spelling, many of them were little more than lists of words, arranged in tables according to the number of letters and syllables the words had in common and with little attention given to the meanings that the words conveyed. The adage that "practice makes perfect" had no better application than to the way that spelling was taught in much of the first part of the nineteenth century, and a classroom of students who spelled well was a good indication that the students had practiced long and hard. As a Danbury, Connecticut, school noted with pride, "The advantage that small children obtain at this school may be easily imagined when the public are informed that those who spell go through the whole of Webster's spelling book twice a fortnight" (28; p. 76).

Although empirical studies of learning would not fully blossom until the rise of the scientific movement later in the century, there was in the early part of the nineteenth century a psychological basis for spelling instruction. Termed "faculty psychology," its advocates held that the mind had three sets of basic capacities or faculties. The first set involved understanding, reason, or intellect; faculties which enable man to reason, make judgments, analyze, remember, imagine, reflect, apprehend meanings. The second set involved feelings, desires, sensibilities, susceptibilities, tastes, or the "heart"; faculties by which man is impressed, feels pain or pleasure, suffers and enjoys, loves and hates. The third set of faculties involved the will or volition; faculties which enable man to act (3; p. 177-78). In this theory, the intellectual faculties were felt to be especially capable of being trained, much like a muscle is strengthened by exercise, and that the training would transfer to the other faculties.

In its way, faculty psychology had a natural affinity with the value that had traditionally been given to hard work and personal responsibility for one's own destiny, qualities of which young students were constantly reminded. As one early nineteenth-century educator pointed out:

> If your endeavors [to learn] are deficient, it is in vain that you have tutors, books, and all the external apparatus of literary pursuits. You must love learning if you would possess it. In order to love it, you must feel its delights; in order to feel its delights, you must apply it, however irksome at first, closely, constantly, and for a considerable time. If you have resolution enough to do this, you cannot but love learning; for the mind always loves that to which it has been long, steadily, and voluntarily attached (2; p. 29-30).

Still, the internal motivation to learn sometimes needed external assistance, as the following selection from an early nineteenth-century reader illustrates:

> And so you do not *like* to spell,
> Mary, my dear? O *very well;*
> 'Tis *dull* and *troublesome*, you say,
> And you had rather be at *play*.
>
> Then bring me all your *books* again;
> *Nay*, Mary, why should you complain?
> For as you do not choose to *read*,
> You should not have your *books*, indeed.
>
> So as you wish to be a dunce,
> Pray go and fetch me them at once.
> For as you will not learn to *spell*
> 'Tis vain to think of *reading* well.
>
> Now don't you think you'll *blush* to own,
> When you become a women grown,
> Without *one good* excuse to plead
> That you have never *learnt* to *read?*
>
> "O dear Mamma," said Mary then,
> "Do let me have my books again,
> I'll not fret *any* more, indeed,
> If you will *let* me learn to read." (23; p. 67)

Because of the emphasis on memorization in learning to spell, some compilers followed Entick's practice (entry #45) and prepared speller dictionaries devoid of material other than an alphabetized list of words for students to study. Flint's *A Spelling, Pronouncing and Parsing Dictionary* (entry #47), for example, contained some 20,000 words divided into syllables and accented according to pronunciation, but it did not contain definitions, said the author, in order to keep the size and price of the dictionary within reason. Much to Webster's chagrin, Walker's dictionary was used in some schools for spelling instruction (entries #185-187). Even Webster's son produced a minor dictionary (entry #212), embellished to be a speller, for use in spelling classes (it had a blue cover). The use of dictionaries as spellers represented an extreme reliance on memorization, and the practice did not have unanimous acceptance. Edward Hazen, for example, produced his *The Speller and Definer* in 1824 (entry #64) which was "designed to answer the purposes of a spelling book and to supersede the necessity of the use of a dictionary as a class-book" (18; p. 24), and which typified the growing trend for spellers to teach spelling only.

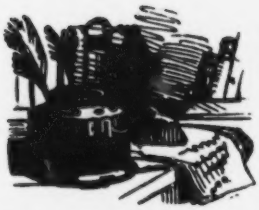
Educational Methods Influence Spellers

Perhaps the most significant changes, however, were changes in view about learning, the learner, and the spelling material to be learned. There are several causes for these changes, but the primary cause was an expanding common-school system which encompassed increasing numbers of children in its aim to bring at least a minimum of basic education to the masses. The foremost common-school advocate was Horace Mann, the first secretary of the Massachusetts Board of Education. Mann stood firm in his position that schools should teach *useful* information, and he used a periodical that he edited, *The Common School Journal*, as a vehicle to express his views. Mann once agreed with a parent who urged that school visiting committees (an early form of school accreditation) should not approve any school in which "children were required to spell columns of words which they neither understand nor have occasion to use" when he editorialized: "To crowd their memories with such words . . . is about as unwise as it would be to fill their stomachs with kinds of food, which we know they cannot digest, until they have attained adult age. The orthography of all common every-day words should first be thoroughly learned" (12; p. 359).

Mann's interests in the common school led him to Europe to look at pedagogical practices that might be adapted to public education in the United States. He returned from his journey greatly influenced by the naturalistic pedagogy of the Swiss educational reformer, Johann Pestalozzi, whose views about learning and the learner focused on individual children's temperaments, abilities, and interests, and the involvement of all the senses in learning. Both men were deeply committed to moral instruction (5; p. 11). These and other factors led Mann to regard beginning spelling and reading instruction in a dramatically different way than the alphabet method imposed.

Beginning instruction, said Mann, should begin with *words* that name familiar objects, not letters to which no meaning can be related. For, "when we wish to give to a child the idea of a new animal, we do not present successively the different parts of it—an eye, and ear, the nose, the mouth, the body, or a leg—but we present the whole animal, as one object" (13; p. 14). Beginning spelling books should be prepared with their ease of use and

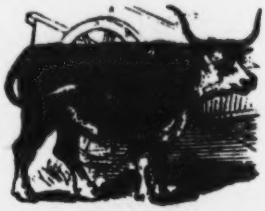
I INK
i ink



N NUT
n nut

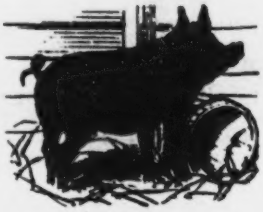
J JUG
j jug

O OX
o ox



K KID
k kid

P PIG
p pig



L LARK
l lark

Q QUAIL
q quail

M MAN
m man

R RAT
r rat

ORTHOGRAPHY

OF

THE ENGLISH LANGUAGE.

What is language?

Language is anv means, by which one person communicates his ideas to another; as by sounds and characters. Language is both *vocal* and *written.*

What is vocal language?

It is speaking; or expressing ideas by the human voice.

What is written language?

It is the expression of ideas by writing or printing.

How is vocal and written language understood?

Vocal language is understood by the sense of *hearing;* written language, by the sense of *seeing.*

What are articulate sounds?

They are sounds made by the human voice, in pronouncing letters, syllables, and words distinctly.

What is ORTHOGRAPHY?

It is that part of grammar, which teaches the nature and sounds of letters, and the art of spelling and writing words correctly.*

What is ORTHOEPY?

It is the art of pronouncing words according to the best authority.

What are letters?

Letters are the marks of sounds, and the first rudiments of written language.

What do letters form?

Letters form syllables, syllables form words, and words form sentences.

What is a syllable?

It is a letter, or a union of letters, which can be uttered by one emission of the voice; as *man.*

How many letters are there in the English Language?

Twenty-six; namely, a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z.

What are these letters collectively called?

The English Alphabet.

* See Rules for Spelling, p. 167 and 168.

pleasure for the young learner in mind, with meaningful words the objects of early instruction, followed by a study of the letters of which they were composed. He admonished that

> The misuse of letters in the spelling of words is a comparatively venial offence; it seldom draws after it any serious consequences besides the reputation of illiteracy. But the misuse or misapprehensions of language lead to errors of thought, or opinion, and of conduct; and the laws of society and the laws of the land often punish them with the loss of characters and the loss of property (13; p. 22).

Mann was perhaps the most prominent nineteenth-century educator to advocate the "whole word method," but he was not the first to do so. As early as 1831, Samuel Worcester had produced a spelling book using this approach; in later publications he also attempted to grade materials according to their levels of difficulty (entries #222-225). (The whole word method had many supporters, among them Gallaudet and Hooker [entries #50 and 51], Marcius Willson [entries #219 and 220], and William Swinton, whose popular and widely used spellers [entries #159-166] were produced in numerous editions.)

While Mann was a forceful advocate for considering children's interests and abilities in learning, he was also a firm believer in the principles set forth in faculty psychology (or "phrenology" as it was known popularly during the period). He maintained that desirable faculties could be cultivated through exercise and undesirable faculties inhibited through disuse, and he argued that a student's self-respect was enhanced when lessons were well-learned. Spelling correctly was no less important a goal than other aspects of the common-school curriculum, for its achievement trained the mind and brought personal satisfaction to the student. To inhibit misspelled words, Mann proposed that "no scholar will long fail to get the true spelling of words if the inconvenience of missing them becomes greater than the inconvenience of learning them, and if the first inconvenience is made a direct consequence of the neglect to learn them" (12; p. 357).

Mann also declared that the "Law of Association" should be applied to spelling instruction, a learning principle in which "eye, ear, and hand establish by . . . frequent association the peculiar sequence of letters which spell each word" (13; p. 39). Accordingly, said Mann, words for study should be grouped according to their common orthographic characteristics, and he singled out William Fowle's *The Common School Speller* (entry #48) in which words such as *ace, lace, mace, pace, space* were listed in the same lesson as an example of the proper use of the Law of Association. (The Law of Association bears a striking similarity to the present-day practice of grouping words according to "phonic" similarities.)

Fowle further extended his use of the Law of Association in a companion textbook, *False Orthography* (entry #49), in which words "most liable to be misspelled or misused" were grouped as above but were misspelled and presented in sentences for students to study and write. Fowle maintained that this technique would "fix the attention of the pupil especially on the troublesome words," while at the same time adding to the student's knowledge of English composition because the words were presented in sentences. Thus, Lesson 12 of *False Orthography* contained such sentences which students copied on their slates as: "The wife of a *dooke* is a duchess." "Play me a *toon* upon that *loot*." "Herod *slue* the innocent children." "Prevention is far better than *kure*."

Fowle's *False Orthography* is also illustrative of other changes which appeared in growing numbers of spelling books in the mid-nineteenth century. Most texts were now devoted expressly to spelling, and although lessons continued to be read orally, the words were often also written by students. In addition, the spellers began to pay more attention to the possible usefulness of the words beyond the spelling class, and some accounting was made of the differing interests and abilities of young and older students in the few textbooks which began to appear as a "series" of primary and advanced spellers.

It would be misleading to conclude, however, that the blue-backed speller and the alphabet method were falling into disrepute. On the contrary, the alphabet method had many staunch supporters like David Tower, a principal of the Eliot Grammar School in Boston and later principal of the Pennsylvania Institute for the Blind, who believed "how easy the task comparatively to learn to spell and read, when a child *knows* all the *powers* of the letters, and can *execute* them, clearly, forcibly, and *distinctly*" (23; p. 100), a contention which he applied in his *The Gradual Speller and Complete Enunciator Showing the Orthography and Orthoepy* (entries #167-169).

Nonetheless, the evolving changes in spelling deeply troubled Noah Webster. Shortly before his death in 1843, he wrote to his son-in-law, William Chauncey Fowler, a pointed defense of the alphabet method and, by implication, a scorching criticism of Horace Mann and his followers.

> This hurrying plan of education is adapted to make superficial scholars. Accurate scholarship is not to be gained by leaping over the first elements, but by taking step by step and, as Locke has remarked, by learning one thing at a time . . . I have been struck with surprise to see how men engaged in promoting education mistake the laws of the human mind. It is this mistake which has originated the scheme of teaching *spelling* and *definition* at the same time. This scheme can be executed only in familiar words: it can not be extended to abstract terms or words of multifarious meaning without leaving error or defect in knowledge . . . I once saw objection made to the reading lessons in Webster's *Spelling Book* amounting to this: that these lessons consist of

> short and detached sentences having no connection in continuous discourse. True: but this is one of their principal excellences. Such sentences are best adapted to the capacities of children of four, five, and six years of age. They are learned with ease and remembered; whereas a long continuous discourse would be read, but forgotten. A book of rudiments is not intended to teach long lessons on any subject; it is to teach words and familiar truth (27; p. 518-20).

Webster's letter reveals, however, that he realized the importance of showing that the blue-backed speller was responsive to children's interests and abilities, and others who used the alphabet method in their texts did the same. Charles Sanders, for example, developed a series of textbooks that was designed with the maturity of the students in mind (entries #135-141), and in a revision of his *Sanders' Test-Speller* (entry #139), he provided definitions for words while retaining such words as *quadriphylous, pasquinade, metempsychosis, Xanthophyll,* and *Umquhile. Sanders' New Speller, Definer, and Analyzer* (entry #136) was found to be especially useful to one of its former users because

> It was a good book, especially in its definition, for it was our only dictionary—no school possessed a dictionary, even a small one—and the teachers then knew the meaning of a very few words, one venturing the opinion that luncheon, being a light meal between breakfast and dinner, must occur around ten o'clock (24; p. 133).

Despite adaptations made by Sanders and others, increasing numbers of textbook writers and publishers agreed with Christopher Greene that "verbal memory is the lowest of the intellectual faculties [and] the mere memory of the letters in a word, and their relative position, must be its lowest exercise" (8; p. 194) and with J. Madison Watson (entries #190 and 191) that "the most expeditious mode of learning spelling is by the *eye* [and] that the definitions and the use of words, as well as their orthography, are soonest acquired by frequently writing exercises from dictation."

Whether students in the latter half of the nineteenth century learned to spell by the alphabet or by the whole word method, increasing numbers of them used books in which words were intended to be both spoken and written and their definitions learned. Some authors, such as Lucius Osgood (entry #110), made explicit efforts to adapt both the content and the format of their books to the age level of students, although still insisting that students should be familiar with methods of combining letters and syllables in long, difficult words.

The second half of the 1800's was a transitional period for spelling instruction in which spelling books reflected the views represented by both Webster and Mann; a few, such as Noble Butler's *The American Spelling-Book* (entry #19), employed *both* the alphabet and whole word methods. Some writers, however, found change difficult. William Adams' *A Spelling Book for Advanced Classes* (entry #1), although prepared for older students, contained 163 lessons, each listing thirty words, none of which was provided with syllabication, pronunciation, or meaning, because, said Adams, "the dictionary will always be available to supply deficiencies."

In 1800's Spelling Ability Greatly Prized

For the people in the villages, towns, and cities of the growing nation, however, emerging changes in spelling content and method made little difference. For the most part, spelling ability symbolized, as it had in preceding generations, more than an ability to spell words accurately. It symbolized above all else that success is achieved through diligence and hard work—the American work-success ethic. One man, a Reverend Burton, recalling his early nineteenth-century schooldays, wrote:

> The child cares no more in his heart about the arrangement of vowels and consonants in the orthography of words than he does how many chips lie above one another at the school house woodpile. But he does care whether he is at the head or foot of his class (3; p. 270).

The scholars who stood at the head of their classes in spelling were greatly admired, much in the manner that successful athletes are today, and this respect did not diminish despite the expansion of the school curriculum in America's common schools. A former university dean was not alone in his attitude about the educational and social significance of spelling when, in recalling his childhood in the late 1800's, he wrote:

> We seemingly inherited the passion from our fathers and mothers, as they had in their day, mighty men and women of valor with respect to the gymnastics of English orthography. With them words were made to be spelled, their meaning and use being purely incidental to their construction, and the worse the construction, the better the word. My mother never went to school after she was twelve but I never knew her to misspell a word. She had learned by main strength how to spell, not only all kinds of common and uncommon words, but also a choice selection of "catch-words" of which *Kamtchatka,* as it was then spelled, was one of the easy ones, and such as *seraglio* nothing at all (24; p. 132).

For several hundred years, the "gymnastics" of English orthography had lent itself handily to a form of competition which in nineteenth-century America came to be called the "spelling bee" (9; 19). Throughout most of the 1800's, spelling bees became a kind of national recreational pastime, even to the extent that children sometimes tried to

"spell down" their companions as a form of play during school recess time (24; p. 131). In the formality of classrooms, however, the influence of Noah Webster and the domination of the alphabet method waned as the nineteenth century drew nearer to a close, sharing its place with books based upon the whole word method and upon other methods, such as Rebecca Pollard's elaborately phonetic *Synthetic Speller* and *Pollard's Advanced Spellers* (entry #130).

As Curriculum Expands, Spelling Instruction Declines

But views of education in general were changing also. The common-school movement, at least through the elementary school years, had become a reality, and with greater numbers of children and subjects to be taught, concerns grew about the effectiveness of public education in developing a literate and socially productive citizenry. Dr. Joseph M. Rice, a New York City pediatrician, was among the first educational reformers to apply to the study of educational problems in general and to spelling instruction in particular the tools of scientific inquiry which the recent rise of social Darwinism had kindled (24). Rice's analysis of the spelling achievement of over 30,000 students had led him to the conclusion that a careful selection and grading of useful words and well-trained teachers would produce effective results regardless of instructional method, and his recommendations had a strong influence on the study of spelling and the design of instruction as the twentieth century began.

Above all else, the expanding curriculum in the nation's common schools most deeply affected traditional spelling practices. There was simply no longer the time available in the school day to give spelling instruction the attention and prominence it had received in the early years of the nineteenth century. Other subjects had taken over its earlier responsibilities as the major subject through which basic skills were learned and moral and social values inculcated, while yet retaining its status in the minds of the general population as a mark of an educated person.

There is an anecdote about the impact that Noah Webster's blue-backed speller had when it was first introduced into a school district in the Allegheny mountains of Pennsylvania. The story goes that a Scotch elder who was quite upset with Webster's new standards of pronunciation declared to a local storekeeper:

> "Have ye heard the news, mon? Do you ken what's gaen on? Here's a book by a Yankee lad called Wobster, teaching the children clean agenst the Christian religion!"
>
> "Oh, how so?" asked the storekeeper.
>
> "Why, ye ken ye canna sing the Psalms of David without having *salvation* and such words in four syllables, *sal-va-ti-on*, and he's making the children say *salvashun*" (22; p. 97).

Conclusion

While English spelling and pronunciation today hardly engender the religious fervor of the angered Scotsman, the subject remains a matter of educational controversy regarding its most effective mode of instruction (9) and a valued skill in the larger society, although now a relatively minor part of the general school curriculum. To realize that the 231 spellers contained in this catalog are only a representative sample of the several hundreds of spellers that were published by the beginning of the present century is to place the importance of the subject in the nineteenth century in proper context, for these 231 spellers and the others that are not included in this important collection helped to shape the minds and the character of our forebears and, thus, ourselves as well.

Richard E. Hodges, Director
School of Education
University of Puget Sound

1. Barber, A. Marshall. *The Schoolhouse: A Prairie View.* Lawrence: University of Kansas Press, 1953.
2. Belok, Michael V. *Forming the American Minds: Early School-Books & Their Compilers - (1783-1837).* Moti Katra, Agra-U.P., India: Satish Book Enterprise, 1973.
3. Butts, R. Freeman, and Cremin, Lawrence A. *A History of Education in America.* New York: Holt, Rinehart and Winston, 1953.
4. Carpenter, Charles. *History of American Textbooks.* Philadelphia: University of Pennsylvania Press, 1963.
5. Cremin, Lawrence A. *The Transformation of the School.* New York: Alfred A. Knopf, 1961.
6. Criscoe, Betty L. "A Historical Analysis of Spelling Instruction in the United States, 1644-1973." Doctoral Dissertation, Syracuse University, August 1973.
7. Eggleston, Edward. *The Hoosier Schoolmaster: A Story of Backwoods Life in Indiana.* New York: Grosset & Dunlap, 1871.
8. Greene, Christopher A. "Methods of Teaching Spelling," in *The Lectures Delivered before the American Institute of Education.* Boston: Ticknor, Reed, and Fields, 1851.
9. Hodges, Richard E. "In Adam's Fall: A Brief History of Spelling Instruction in the United States," in *Reading & Writing Instruction in the United States: Historical Trends,* H. Alan Robinson (ed.). Urbana, Ill. and Newark, Del.: ERIC/International Reading Association, 1977. Pp. 1-16.
10. Krapp, George P. *The English Language in America.* New York: Frederick Ungar Publishing Co., 1966.
11. Littlefield, George E. *Early Schools and School-Books of New England.* New York: Russell & Russell, Inc., 1965. (First published 1904.)
12. Mann, Horace. "Spelling." *The Common School Journal,* 1 (1839), 354-57.
13. Mann, Horace. "Lecture on the Best Mode of Preparing and Using Spelling Books," in *Lectures on Education.* Boston: Marsh, Copen, Lyon, and Webb, 1840.
14. Mathews, Mitford M. *Teaching to Read: Historically Considered.* Chicago: University of Chicago Press, 1966.
15. Mencken, H.L. *The American Language.* 4th ed. New York: Alfred A. Knopf, 1960.
16. Mencken, H.L. *The American Language.* Supplement II. New York: Alfred A. Knopf, 1961.
17. Michael, Ian. *English Grammatical Categories; and the Tradition to 1800.* Cambridge: Cambridge University Press, 1970.
18. Nietz, John. *Old Textbooks.* Pittsburgh: University of Pittsburgh Press, 1961.
19. Read, Allen Walker. "The Spelling Bee: A Linguistic Institution of the American Folk." *Publications of the Modern Language Association,* 56 (June 1941), 495-512.
20. Reeder, Rudolph R. *The Historical Development of School Readers and of Method in Teaching Reading.* New York: Macmillan Co., 1900.
21. Rice, J.M. "The Futility of the Spelling Grind." *The Forum,* 23 (March, August 1897), 409-19.
22. Shoemaker, Ervin C. *Noah Webster: Pioneer of Learning.* New York: Columbia University Press, 1936.
23. Smith, Nila Banton. *American Reading Instruction.* Newark, Del.: International Reading Association, 1965.
24. Sullivan, Mark. *Our Times.* Vol. II. New York: Charles Scribner's Sons, 1927.
25. Towery, Gene McGee. "A History of Spelling Instruction in America." Doctoral Dissertation, Florida State University, 1971.
26 Tyack, David B. (ed.). *Turning Points in American Educational History.* Waltham, Mass.: Blaisdell Publishing Co., 1967.
27. Warfel, Harry R. (ed.). *Letters of Noah Webster.* New York: Library Publishers, 1953.
28. Warfel, Harry R. *Noah Webster: Schoolmaster to America.* New York: Octagon Books, Inc., 1966.

Early American Spellers

Adams, William T[aylor]
[1] *A Spelling-Book for Advanced Classes.* Boston: Brewer & Tileston, n.d. 86 p. PE 1145 .A3

The thirty words in each of the 163 lessons are not provided with syllabication, pronunciation, or meaning.

Alden, Abner
[2] *An Introduction to Spelling and Reading in Two Volumes: Being the First and Second Parts of a Columbian Exercise.* Vol. 2. 5th ed. Boston: Thomas & Andrews, 1811. 204 p. PE 1144 .A4

Atwood, Moses G.
[3] *The American Definition Spelling Book, Improved.* Concord, N.H.: Hoag & Atwood, 1830. 180 p. PE 1144 .A8

The book was hailed as being "carefully revised and adapted to Walker's principles of English orthoepy with progressive reading lessons designed for the use of schools in the United States."

Bailey, Rufus W.
[4] *The Scholar's Companion.* Philadelphia: E.H. Butler & Co., 1867. 312 p. PE 1145 .B3

Contains exercises in the orthography, derivation, and classification of English words.

Barford, A.H., and Henry A. Tilley
[5] *English Spelling as It Is.* New ed. London: Relfe Bros., 1884. 148 p. PE 1145 .B3

Consists of a series of dictation lessons for use in schools and by private students.

Barry, John
[6] *The Philadelphia Book.* 6th rev. ed. Philadelphia: David Hogan, 1811. 154 p. PE 1144 .B3

Beecher, A.G.
[7] *The Primary Normal Speller.* New York: Clark & Maynard, 1878. 123 p. PE 1145 .B4

Bentley, Rensselaer
[8] *The American Instructer; Calculated to Succeed the English and Other Spelling Books.* 4th ed. Troy, [N.Y.]: Clark & Hosford, 1828. 283 p. PE 1144 .B4

[9] *The Pictorial Spelling Book: Containing an Improved Method of Teaching the Alphabet, and Likewise Spelling and Pronunciation, by the Use of Pictures: Interspersed with a Variety of Useful and Interesting Reading Lessons, Illustrated with Numerous Engravings. To Which Are Added, Examples for Spelling and Defining Words, by Placing Them Synonymously.* New York: Pratt, Woodford & Co., 1844. 168 p. PE 1144 .B4

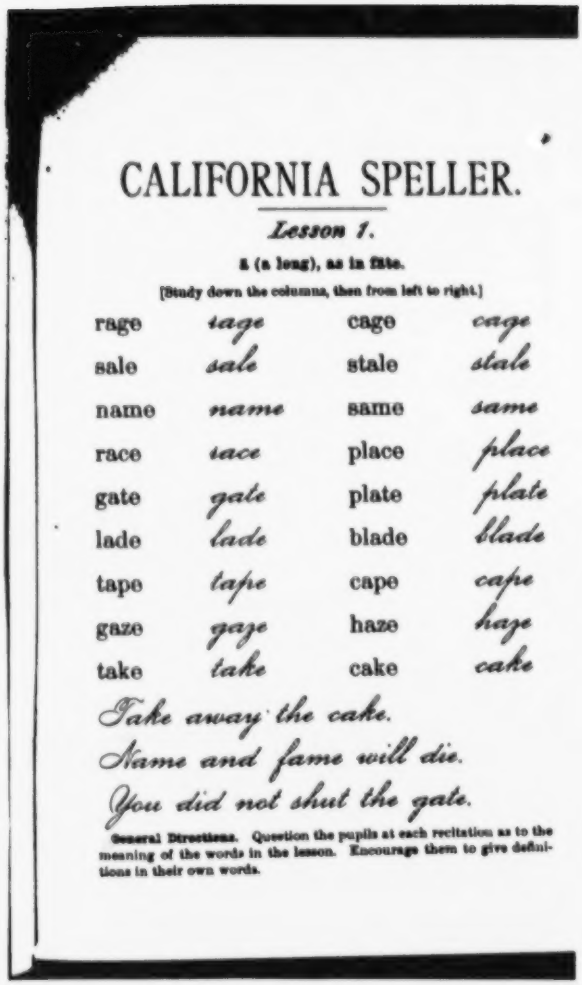
Considered to be the first American spelling book to use illustrations for teaching orthography.

Belwett, Scott H., and Ben Blewett, comp.
[10] *List of New Words by Lessons of the Primer and McGuffey Readers.* Cincinnati and New York: Van Antwerp, Bragg & Co., 1886. 80 p. PE 1145 .B55

Bosworth, Joseph
[11] *A Compendious Anglo-Saxon and English Dictionary.* London: John Russell Smith, 1859. 278 p. PE 279 .B6

Brothers of the Christian Schools
[12] *Guide to Spelling the English Language.* New York: P. O'Shea, 1870. 108 p. PE 1145 .B7

[13] *Manual of Orthography.* New York: P. O'Shea, 1870. 209 p. PE 1145 .B7



CALIFORNIA SPELLER.

Lesson 1.

A (a long), as in fāte.

[Study down the columns, then from left to right.]

rage	*rage*	cage	*cage*
sale	*sale*	stale	*stale*
name	*name*	same	*same*
race	*race*	place	*place*
gate	*gate*	plate	*plate*
lade	*lade*	blade	*blade*
tape	*tape*	cape	*cape*
gaze	*gaze*	haze	*haze*
take	*take*	cake	*cake*

Take away the cake.

Name and fame will die.

You did not shut the gate.

General Directions. Question the pupils at each recitation as to the meaning of the words in the lesson. Encourage them to give definitions in their own words.

[14] *Pronouncing Speller*. New York: The Author, 1889. 104 p. PE 1145 .B7

Buckwalter, Geoffrey

[15] *A Comprehensive Spelling-Book*. Philadelphia: Porter & Coates, 1879. 160 p. PE 1145 .B8

[16] Chicago and New York: The Werner Co., 1894. 160 p. PE 1145 .B8

[17] *Primary Spelling Book*. Philadelphia: Porter & Coates, 1879. 80 p. PE 1145 .B8

Burhans, Hezekiah

[18] *The Young Tyro's Instructer: or, The Necessary Rudiments of the English Language*. New York: The Author, 1832. 180 p. PE 1144 .B8

Comprises "all that is really useful in a spelling-book to instruct a child in his native tongue, and prepare him for more advanced books, in the progress of his education."

Butler, Noble

[19] *The American Spelling-Book*. Louisville, [Ky.]: John P. Morton & Co., 1871. 160 p. PE 1145 .B8

Utilizes both the alphabet and whole word methods to teach spelling.

California State Board of Education

[20] *Speller*. Sacramento, [Calif.]: The Author, 1886. 192 p. PE. 1145 .C3

Campbell, William A.

[21] *Reading Speller*. First Book. New York: Text Book Co., 1883. 154 p. PE 1145 .C3

[22] New York: Daniel Van Winkle, 1886. 154 p. PE 1145 .C3

[23] Second Book. New York: Text Book Co., 1883. 191 p. PE 1145 .C3

Cobb, Lyman

[24] *Cobb's Expositor, or Sequel to the Spelling-Book*. Oxford, N.Y.: Chapman & Flagler, 1833. 215 p. PE 1144 .C6

[25] Philadelphia: James Kay, Jr., & Bro.; Trenton, N.J.: B. Davenport, 1835. 216 p. PE 1144 .C6

[26] *Cobb's New Spelling Book, in Six Parts*. Philadelphia: E.C. & J. Biddle, 1846. 167 p. PE 1144 .C6

[27] *Cobb's Spelling Book*. Rev. ed. Pittsburgh: Luke Loomis, 1825. 168 p. PE 1144 .C6

It has been claimed that Webster had no competition for his speller until Lyman Cobb's books appeared in 1821. Cobb openly criticized Webster's work for not following the orthography and orthoepy (pronunciation) outlined by John Walker. Cobb did not include any pictures or reading materials.

[28] Bennington, Vt.: John C. Haswell, 1835. 168 p. PE 1144 .C6

[29] Ithaca, N.Y.: Mack, Andrus & Co., 1847. 168 p. PE 1144 .C6

Comly, John

[30] *Comly's Spelling and Reading Book*. Philadelphia: Thomas L. Bonsal, 1850. 169 p. PE 1144 .C6

Includes notes for parents and teachers; to be used in the public schools or for private or family instruction.

[31] Philadelphia: J.B. Lippincott & Co., 1863. 169 p. PE 1144 .C6

Crandall, Daniel

[32] *The Columbian Spelling-Book*. Cooperstown, [N.Y.]: H. & E. Phinney, 1833. 167 p. PE 1144 .C7

Cummings, J.A.

[33] *The Pronouncing Spelling Book, Adapted to Walker's Critical Pronouncing Dictionary*. Boston: Benjamin B. Mussey, 1835. 168 p. PE 1144 .C8

More than 85 percent of the pages in this book are devoted to spelling. For this reason, it was considered to be the first American textbook that was a virtual speller. The pronunciation exercises were directed by diacritical marks, and reading lessons were fully illustrated. Revised and improved from the fourth edition.

Day, Henry N.

[34] *The American Speller: A Guide to the Orthography of the English Language*. New York: Charles Scribner & Co., 1869. 168 p. PE 1145 .D3

Conforms to the standards of the revised edition of Webster's *An American Dictionary of the English Language*.

EASY WORDS OF ONE SYLLABLE 21

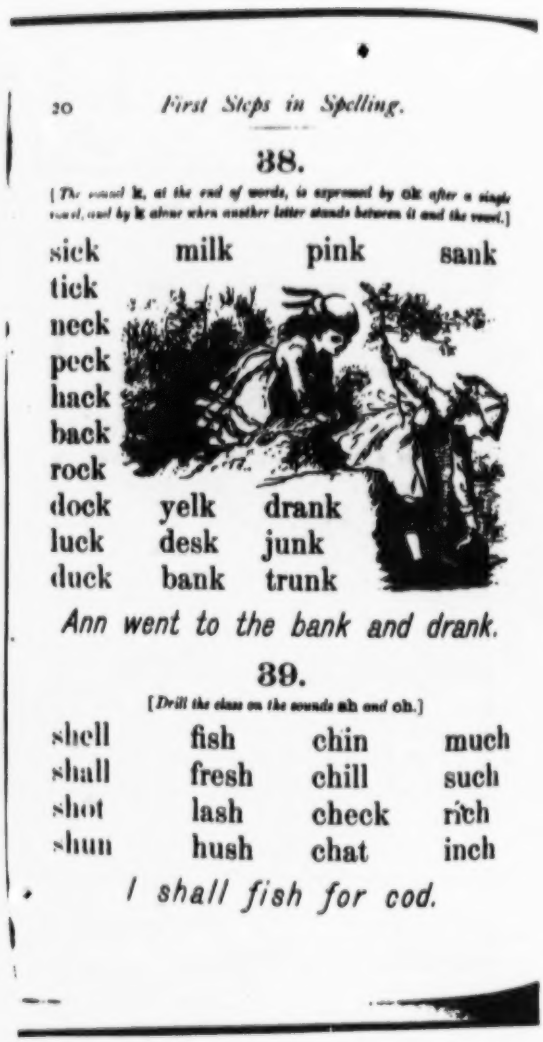
Lesson 21.

blab	clock	flag
black	club	flat
bled	clung	fling
blot	plan	flock
block	plot	sled
clad	plum	slip

Lesson 22.

brag	cram	fret
brick	cross	fresh
brush	crust	frisk
broil	dress	frock
grub	drop	frog
grand	drum	from

Plum, frog, clock, flag, drum.



20 *First Steps in Spelling.*

38.

[*The sound* k, *at the end of words, is expressed by* ck *after a single vowel, and by* k *alone when another letter stands between it and the vowel.*]

sick	milk	pink	sank
tick			
neck			
peck			
hack			
back			
rock			
dock	yelk	drank	
luck	desk	junk	
duck	bank	trunk	

Ann went to the bank and drank.

39.

[*Drill the class on the sounds* sh *and* ch.]

shell	fish	chin	much
shall	fresh	chill	such
shot	lash	check	rich
shun	hush	chat	inch

I shall fish for cod.

DeWolf, D.F.

[35] *The Instructive Speller*. Cincinnati: Sargent, Wilson & Hinkle, 1862. 98 p. PE 1145 .D4

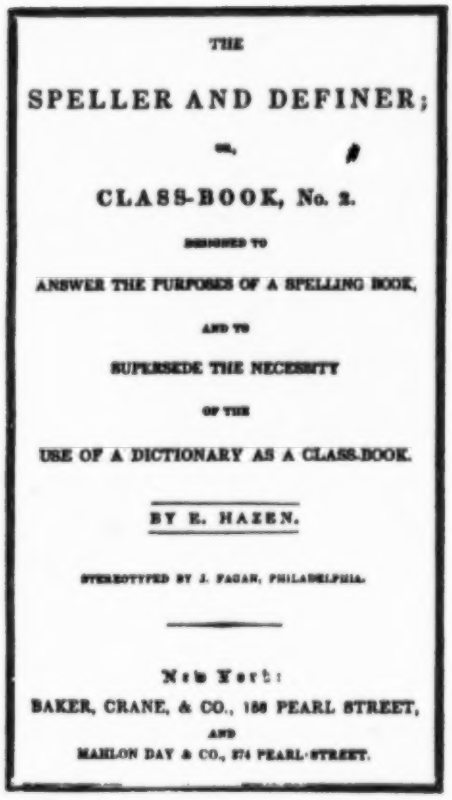
Dunton, Larkin

[36] *The Normal Course in Spelling*. Primary Book. New York, Boston, and Chicago: Silver, Burdett & Co., 1884. 96 p. PE 1145 .D8

[37] Advanced Book. New York, Boston, and Chicago: Silver, Burdett & Co., 1896. 128 p PE 1145 .D8

Edwards, Richard, and Mortimer A. Warren

[38] *The Analytical Speller*. Chicago: Geo. Sherwood & Co., 1871. 118 p. PE 1145 .E3



THE

SPELLER AND DEFINER;

OR,

CLASS-BOOK, No. 2.

DESIGNED TO

ANSWER THE PURPOSES OF A SPELLING BOOK,

AND TO

SUPERSEDE THE NECESSITY

OF THE

USE OF A DICTIONARY AS A CLASS-BOOK.

BY E. HAZEN.

STEREOTYPED BY J. FAGAN, PHILADELPHIA.

New York:

BAKER, CRANE, & CO., 188 PEARL STREET,

AND

MAHLON DAY & CO., 374 PEARL STREET.

[39] New York: Taintor Bros., Merrill & Co.; Chicago: Geo. Sherwood & Co., 1871. 119 p. PE 1145 .E3

Emerson, B[enjamin] D[udley]

[40] *The National Spelling-Book*. 160th ed. Boston: Jenks & Palmer, [1828]. 166 p. PE 1144 .E4

Based on Walker's principles of English orthoepy.

[41] 170th ed. Boston: Jenks & Palmer, [1828]. 168 p. PE 1144 .E4

[42] [1829]. 50 p. PE 1144 .E4

[43] Boston: Richardson, Lord & Holbrook, 1829. 168 p. PE 1144 .E4

[44] 1830. 168 p. PE 1144 .E4

[_____]

[45] *Entick's New Spelling Dictionary . . . Adapted to the Use of Schools in the United States*. 4th ed. New Haven: Increase Cooke, 1810. 400 p. PE 1144

Includes an alphabetical account of the "heathen deities, chronological table of remarkable events, discoveries and inventions," and an abridgement of Murray's *English Grammar*.

Fleming, Robert

[46] *The Elementary Spelling Book. Revised and Adapted to the Youth of the Southern Confederacy, Interspersed with Bible Readings on Domestic Slavery*. Atlanta: J.J. Toon & Co., 1863. 168 p. PE 1145 .F55

One of the many Confederate school books published during the American Civil War, Fleming's speller was popularly known as the "Gray-Backed Speller" as contrasted with Webster's famous "Blue-Backed Speller."

Flint, Abel

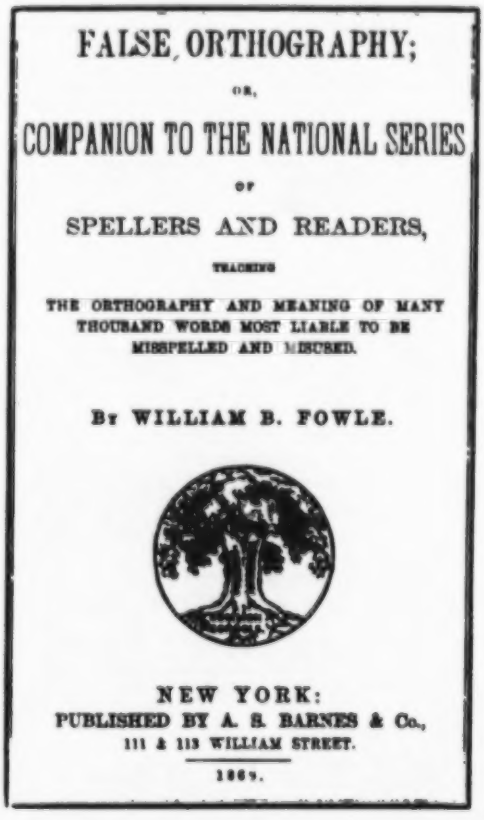
[47] *A Spelling, Pronouncing and Parsing Dictionary*. Hartford, [Conn.]: Hudson and Goodwin, 1806. 163 p. PE 1625 .F55

No definitions are contained, in order to keep the size and price of the dictionary within reason.

Fowle, William B[entley]

[48] *The Common School Speller*. Boston: Wm. B. Fowle & N. Capen, 1842. 204 p. PE 1144 .F6

Horace Mann singled out this speller as one in which the Law of Association was properly put to use.



FALSE ORTHOGRAPHY;

OR,

COMPANION TO THE NATIONAL SERIES

OF

SPELLERS AND READERS,

TEACHING

THE ORTHOGRAPHY AND MEANING OF MANY THOUSAND WORDS MOST LIABLE TO BE MISSPELLED AND MISUSED.

BY WILLIAM B. FOWLE.

NEW YORK:

PUBLISHED BY A. S. BARNES & Co.,

111 & 113 WILLIAM STREET.

1869.

A

COMPREHENSIVE SPELLING-BOOK

TO ACCOMPANY

HILLARD'S

SERIES OF READING BOOKS

BOSTON.
BREWER & TILESTON.

[49] *False Orthography*. New York: A.S. Barnes & Co., 1868. 144 p. PE 1145 .F6

Fowle's objective in presenting his spelling lessons was to focus on the most widely misspelled and misused words in the English language so that the pupils could make the appropriate corrections. Fowle believed that pupils should assume "such a standing task" as a way of preventing "much of the idleness, ennui and mischief, so common in our schools."

Gallaudet, T[homas] H[opkins], and Horace Hooker
[50] *The Practical Spelling-Book, with Reading Lessons*. Hartford, [Conn.]: Belknap and Hamersley, 1840. 165 p. PE 1144 . G3

[51] *The School and Family Dictionary*. New York: Pratt, Woodford & Co., 1850. 221 p. PE 1625 .G3

Gilbert, J.H.
[52] *A Graded Test Spelling-Book*. Boston: Robert S. Davis & Co. [etc.], 1877. 104 p. PE 1145 .G5

Glass, E.C.
[53] *Glass's Speller Consisting of Spelling Lists, Memory Gems and Dictation Exercises*. New York: Maynard, Merrill & Co., n.d. 191 p. PE 1145 .G55

Grimshaw, William
[54] *An Etymological Dictionary*. Philadelphia: The Author, 1821. 225 p. PE 1580 .G7

Shows word derivations from the Greek, Latin, and French languages.

Guilford, Nathan
[55] *The Western Spelling Book; Being an Improvement of the American Spelling Book, by Noah Webster*. Cincinnati: N. & G. Guilford [etc.], 1831. 144 p. PE 1144 .G8

Uses its title to note its virtue—superior to a speller of Noah Webster's.

Guy, Joseph
[56] *Guy's Exercises in Orthography*. Boston: George Garner, 1824. 105 p. PE 1144 .G8

Harrington, H.F.
[57] *A Graded Spelling-Book, Being a Complete Course in Spelling for Primary and Grammar Schools, in Two Parts*. New York: Harper & Bros., 1881. 92 p. PE 1145 .H3

One of the most popular spellers of the 1800s. Harrington's approach was to stress written work over oral and to provide pupils with more familiar words. His spelling lessons presented a sentence in script and then a column of words in both script and printed form.

[58] 1883. 92 p. PE 1145 .H3

[59] 1884. 92 p. PE 1145 .H3

[60] 1887. 92 p. PE 1145 .H3

Harvey, T[homas] W[adleigh]
[61] *The Graded-School Primary Speller*. Cincinnati and New York: Wilson, Hinkle & Co., 1875. 80 p. PE 1145 .H3

[62] *Harvey's Graded-School Speller*. Cincinnati and New York: Van Antwerp, Bragg & Co., 1878. 152 p. PE 1145 .H3

Hathaway, B[enjamin] A[dams]
[63] *1001 Questions and Answers on Orthography and Reading*. Cleveland: The Burrows Brothers Co., 1888. 100 p. PE 1145 .H3

Hazen, E.
[64] *The Speller and Definer; or, Class-Book, No. 2. Designed to Answer the Purposes of a Spelling Book, and to Supersede the Necessity of the Use of a Dictionary as a Class-Book*. New York: Baker, Crane & Co. and Mahlon Day & Co., 1824. 215 p. PE 1144 .H3

Attempted to incorporate spelling and learning of vocabulary as part of the reading process rather than to treat spelling as an isolated skill.

[65] New York: McElrath & Bangs [etc.], 1830. 205 p. PE 1144 .H3

[66] 1833. 215 p. PE 1144 .H3

[67] Philadelphia: Uriah Hunt, 1835. 215 p. PE 1144 .H3

[68] 1845. 213 p. PE 1144 .H3

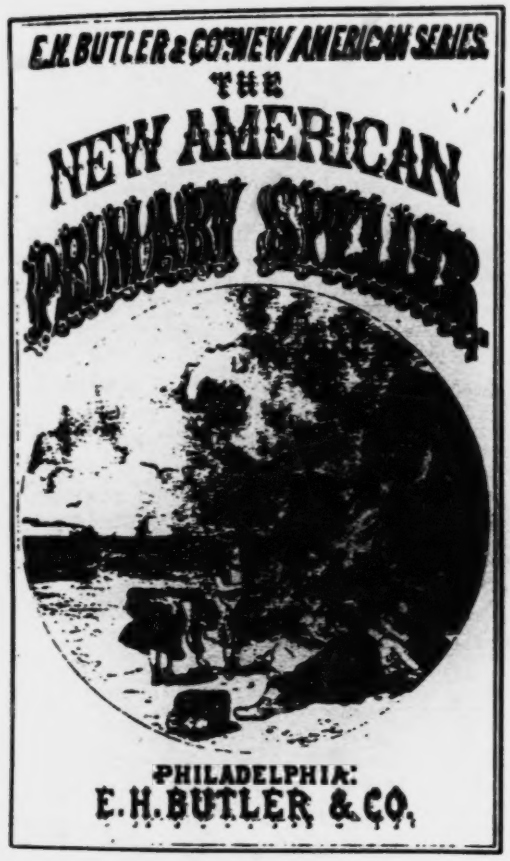
[69] New York: Sheldon, Blakeman & Co., 1857. 315 p. PE 1144 .H3

[70] *The Symbolical Spelling Book; in Two Parts*. Part I. New York: D. Appleton & Co.; Philadelphia: George S. Appleton, 1838. 93 p. PE 1144 .H3

[71] Part II. Philadelphia: William W. Walker, 1839. 93 p. PE 1144 .H3

Hazen, Jasper
[72] *The Primary Instructer, and Improved Spelling Book*. 2nd ed. Windsor, Vt.: Simeon Ide, 1823. 84 p. PE 1144 .H3

Hazen, M.W.
[73] *The First Book of Word and Sentence Work or*



Easy Steps in Spelling. Boston: Ginn & Co., 1899. 96 p. PE 1145 .H3

[74] *Hazen's Complete Spelling Book*. Boston, New York, and Chicago: Ginn, Heath & Co., 1884. 89 p. PE 1145 .H3

Henderson, N.P.

[75] *Henderson's Test Words in English Orthography*. New York: Clark & Maynard, 1865. 80 p. PE 1145 .H4

Henderson, a New York school principal, adhered to the notion, just as Harrington had done, that spelling was an exercise of the eye. He was against learning to spell by memorizing word lists. Instead, Henderson's book suggested a new system of learning to spell by associating words containing similar, or nearly similar, sounds produced by different combinations of letters.

[76] 1881. 105 p. PE 1145 .H4

Henkle, W.D.

[77] *A Test Spelling-Book*. Cincinnati and New York: Wilson, Hinkle & Co., 1872. 144 p. PE 1145 .H

Hewett, Edwin C.

[78] *Rand-McNally Speller and Word-Book*. Chicago and New York: Rand, McNally & Co., 1897. 186 p. PE 1145 .H4

[Hillard, George Stillman]

[79] *A Comprehensive Spelling-Book to Accompany Hillard's Series of Reading Books*. Boston: Brewer & Tileston, 1867. 132 p. PE 1145 .H5

Holmes, Geo. F.

[80] *The Southern Elementary Spelling-Book*. New York: Richardson & Co., 1866. 150 p. PE 1145 .H6

Jones, John Franklin

[81] *Analytical Spelling Book*. New York: E. Bliss & E. White, 1823. 192 p. PE 1144 .J6

Jones, Judson
[82] *The Alphabet of Orthoepy*. St. Paul, Minn.: The Press Printing Co., 1870. 96 p. PE 1145 .J6

Kelley, Hall J.
[83] *Kelley's Second Spelling Book*. 5th ed. Boston: Lincoln & Edmand, 1827. 168 p. PE 1144 .K4

Kirby, Stephen R.
[84] *Sunday School Spelling and Reading Book*. New York: Lane & Scott, 1851. 128 p. PE 1144 .K5

MINERVA INSTRUCTING YOUTH.

Leonard, L.W.
[85] *The North American Spelling Book*. Rev. ed. Keene, N.H.: George Tilden, 1846. 180 p. PE 1144 .L4

[86] Bangor, Me.: D. Bugbee, 1847. 178 p. PE 1144 .L4

Marshall, Elihu F.
[87] *A Spelling Book of the English Language*. Bellow's Falls, Vt.: James C. Cutler & Co., n.d. 144 p. PE 1144 .M3

Stressed pronunciation as an important aspect of spelling. Content based on Walker's *Critical Pronouncing Dictionary*.

[88] *Marshall's Spelling Book of the English Language*. 1st rev. ed. Saratoga Springs, N.Y.: Samuel Newton, 1826. 156 p. PE 1144 .M3

[89] *A Spelling Book of the English Language*. Albany, [N.Y.]: Oliver Steele, 1829. 156 p. PE 1144 .M3

[90] Wells River, Vt.: Ira White, 1830. 156 p. PE 1144 .M3

Martindale, Joseph C.
[91] *The Complete Speller*. Philadelphia: E.H. Butler & Co., 1868. 158 p. PE 1145 .M3

McCall, John G.
[92] *The New England Spelling Book*. Norwich, Conn.: L. & E. Edwards, 1844. 160 p. PE 1144 .M33

McElligott, James N.
[93] *Manual, Analytical and Synthetical of Orthography and Definition*. New York: Ivison & Phinney [etc.], 1857. 215 p. PE 1144 .M33

[94] 1858. 215 p. PE 1144 .M33

[95] *The Young Analyzer*. New York: Mark H. Newman & Co., 1845. 52 p. PE 1144 .M33

Designed to be a spelling book and dictionary.

[McGuffey, William Holmes]
[96] *McGuffey's Eclectic Spelling-Book*. Rev. ed. Cincinnati and New York: Van Antwerp, Bragg & Co., 1876. 144p PE 1145 .M33

Allegedly, Noah Webster, whose grammar books were used mostly in private schools in the East, approved of McGuffey's methods of teaching pronunciation and orthoepy. McGuffey's spelling approach was eclectic in content, not method.

[97] New York, Cincinnati, and Chicago: American Book Co., 1877. 144 p. PE 1145 .M33

[98] *McGuffey's New Eclectic Spelling-Book*. Cincinnati: Sargent, Wilson & Hinkle; Chicago: Cobb, Pritchard & Co.; New York: Clark & Maynard, 1865. 144 p. PE 1145 .M33

[99] *McGuffey's Newly Revised Eclectic Spelling Book*. Cincinnati: Winthrop B. Smith & Co., 1846. 144 p. PE 1144 .M33

[_____]

[100] *The Metropolitan Illustrated Speller*. New York and Montreal: D. & J. Sadlier & Co., 1871. 180 p. PE 1145

Monroe, Lewis B[axter]

[101] *The Practical Speller*. Philadelphia: Cowperthwait & Co., 1875. 172 p. PE 1145 .M6

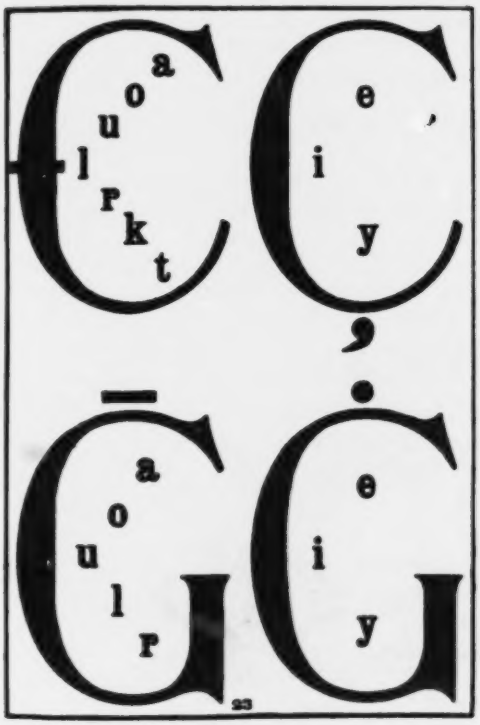
Monroe was Dean of the School of Oratory at Boston University. Consequently, his full graded series of six readers, his primer, and his spellers all had an oral emphasis. The Monroe speller arranged words in large, clear print according to the subject and suggested that correct spelling required pupils to "permanently photograph upon the mind" the new words learned.

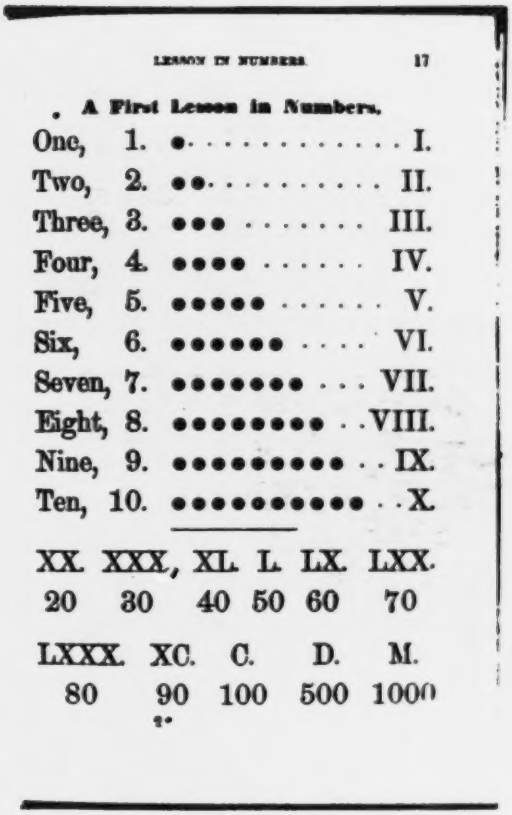
Morrell, Thomas

[102] *An Abridgement of Ainworth's Dictionary, English and Latin*. 2nd Amer. ed. Philadelphia: Kimber & Conrad, and Johnson and Warner, 1812. 450 p. PE 1625 .M6

Mulkey, William

[103] *Analytical Spelling Book*. New York: The Author, 1828. 167 p. PE 1144 .M8





LESSON IN NUMBERS. 17

A First Lesson in Numbers.

One,	1.	●	I.
Two,	2.	●●	II.
Three,	3.	●●●	III.
Four,	4.	●●●●	IV.
Five,	5.	●●●●●	V.
Six,	6.	●●●●●●	VI.
Seven,	7.	●●●●●●● . . .	VII.
Eight,	8.	●●●●●●●● . .	VIII.
Nine,	9.	●●●●●●●●● . .	IX.
Ten,	10.	●●●●●●●●●● . .	X.

XX.	XXX,	XL.	L.	LX.	LXX.
20	30	40	50	60	70

LXXX.	XC.	C.	D.	M.
80	90	100	500	1000

Mulvany, Edward

[104] *The Practical Dictation Spelling-Book*. New York: P. O'Shea, 1865. 168 p. PE 1145 .M8

[_____]

[105] *The Natural Speller and Word Book*. New York, Cincinnati, and Chicago: American Book Co., 1890. [120 p.] PE 1145

[_____]

[106] *New American Series. Advanced Speller*. Philadelphia: J.H. Butler & Co., 1880. 144 p. PE 1145

This Butler series of spelling books, edited by Samuel Mecutchen, included pronunciation and syllabication guides based on Noah Webster's works.

[107] *Primary Speller*. Philadelphia: E.H. Butler & Co., 1872. 72 p. PE 1145

[108] *Pronouncing Speller*. Philadelphia: E.H. Butler & Co., 1872. 132 p. PE 1145

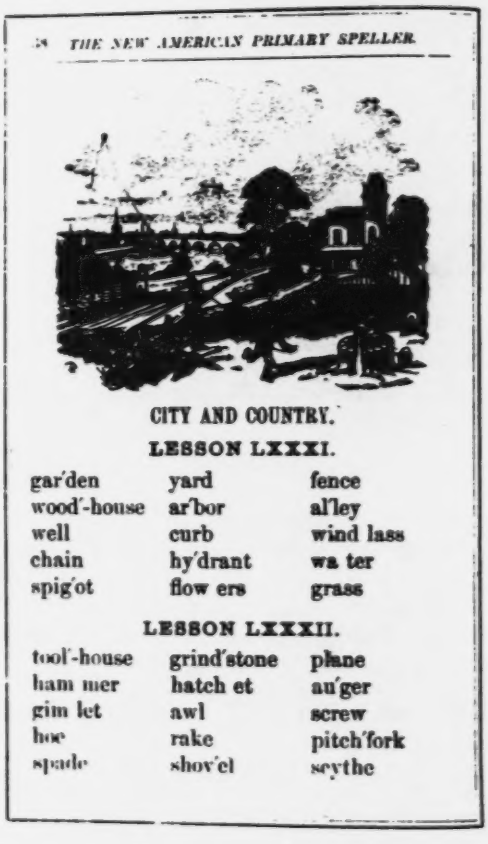
OSGOOD'S AMERICAN PRIMARY SPELLER. 11

LESSON I.

a-m	am	i	i	o-n	on
a-n	an	i-t	it	o-x	ox
a-s	as	i-n	in	u-p	up
a-x	ax	i-s	is	u-s	us

LESSON II.

b-e	be	g-o	go	d-o	do
h-e	he	n-o	no	t-o	to
m-e	me	l-o	lo	b-y	by
w-e	we	s-o	so	m-y	my



38 THE NEW AMERICAN PRIMARY SPELLER.

CITY AND COUNTRY.

LESSON LXXXI.

gar'den	yard	fence
wood'-house	ar'bor	al'ley
well	curb	wind lass
chain	hy'drant	wa ter
spig'ot	flow ers	grass

LESSON LXXXII.

tool'-house	grind'stone	plane
ham mer	hatch et	au'ger
gim let	awl	screw
hoe	rake	pitch'fork
spade	shov'el	scythe

[_____]

[109] *The New-York Spelling-Book*. Fourth Book. New York: William Wood & Co., 1870. 160 p. PE 1145

Osgood, Lucius

[110] *Osgood's American Primary Speller*. Pittsburgh: A.H. English & Co., 1873. 96 p. PE 1145 .08

This speller by Osgood represented one of the first attempts to use graded and shorter texts, large type styles, and more pictures to illustrate the lessons.

[_____]

[111] *The Palmetto Dictionary*. Rev. ed. Richmond, Va.: J.W. Randolph, 1864. 730 p. PE 1625

Although this book bears a Virginia imprint, it probably was printed in England and copied from John Walker's dictionary. The dictionary was prepared for use in the Southern States and planned as a preliminary for a "national dictionary." The dictionary points out the difference between English and Southern pronunciation, and gives rules to the Scots and the Irish for achieving "a just pronunciation in English."

Parker, Richard G[reen]

[112] *National Series of Selections for Reading*. Part Four. New York: A.S. Barnes & Co. [etc.], 1852. 369 p. PE 1144 .P3

Parker's "Fourth Reader" provided extensive spelling aids in the reading tests.

Parker, Richard G[reen], and J. Madison Watson

[113] *The National Pronouncing Speller*. Baltimore: Selby & Dulany, 1868. 188 p. PE 1145 .P3

Parker and Watson were authors of the popular "National Series of Readers."

[114] New York and Chicago: A.S. Barnes & Co., 1869. 188 p. PE 1145 .P3

[115] 1885. 188 p. PE 1145 .P3

Parsons, J[ohn] U[sher]

[116] *The Analytical Spelling Book*. 6th ed. Portland, [Me.]: William Hyde, 1837. 163 p. PE 1144 .P3

[_____]

[117] *Patterson's Speller and Analyzer*. New York and Chicago: Sheldon & Co., 1875. 176 p. PE 1145

Peirce, John

[118] *The New, American Spelling Book*. 6th rev. ed. Philadelphia: Joseph Crukshank, 1808. 152 p. PE 1144 .P4

Perry, William

[119] *The Only Sure Guide to the English Tongue or, New Pronouncing Spelling Book.* 5th impr. ed. Worcester, Mass.: Isaiah Thomas, 1806. 180 p. PE 1144 .P4

The two spellers most widely used in America before Webster's were those written by Thomas Dilworth and William Perry. Perry, lecturer at the University of Edinburgh, devoted more than half of his book to word lists, some 58 pages to moral tales and fables, and 22 pages of appendix material that included pronunciation, rules, and definitions. This edition included a table of geographical data on America.

[120] Thomas's first ed. Boston: Isaiah Thomas, 1818. 156 p. PE 1144 .P4

[121] Boston: J.H.A. Frost, 1824. 156 p. PE 1144 .P4

Picket, A[lbert]

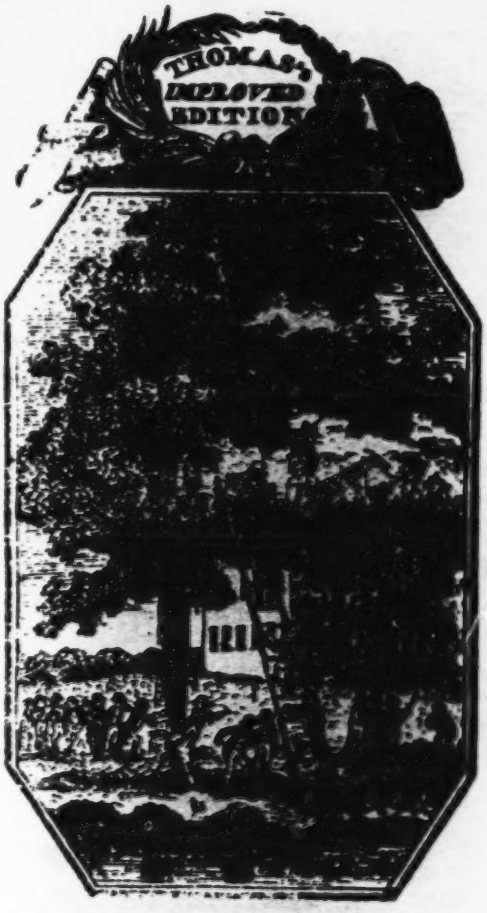
[122] *The Juvenile Expositor, or, American School Class-Book, No. 4.* New York: C. Bartlett, 1827. 381 p. PE 1144 .P5

Covered grammar and "radical and derivative orthography." Claimed to teach the orthography of Johnson and the pronunciation of Walker.

[123] *The Juvenile Spelling-Book.* Stereotype ed. Exeter, N.H.: John J. Williams, 1821. 228 p. PE 1144 .P5

Followed Dr. Isaac Watt's principle that pupils should "let all other tongues alone 'till you can spell and read your own."

[124] *Picket's Juvenile Spelling Book.* New York: R. Bartlett & S. Raynor, 1836. 214 p. PE 1144 .P5



New Improved Edition, carefully Corrected.

THE

ONLY SURE GUIDE

TO THE

English Tongue,

OR,

PERRY's NEW PRONOUNCING

Spelling Book.

REVISED, CORRECTED, AND CONFORMED TO HIS LATE SYNONYMOUS, ETYMOLOGICAL AND PRONOUNCING ENGLISH DICTIONARY, PUBLISHED IN ENGLAND UNDER HIS OWN IMMEDIATE INSPECTION.

TO WHICH IS ADDED A COLLECTION OF

MORAL LESSONS AND FABLES,

FOR THE INSTRUCTION OF YOUTH.

WITH AN APPENDIX,

Containing a Complete List of those WORDS in the English Language, which, though written differently, have a similarity of Sounds; with many other valuable articles, calculated to make Youth easily acquainted with the English Language.

THOMAS's FIRST EDITION.

BOSTON:

PUBLISHED BY ISAIAH THOMAS, Jun.

[PROPRIETOR OF THE WORK.]

Sold, Wholesale and Retail, by him and the principal Booksellers and Stationers in the United States.....1819.

[125] New York: H. & S. Raynor, 1839. 214 p. PE 1144 .P5

[126] New York: Samuel Raynor, 1851. 208 p. PE 1144 .P5

Picket, A[lbert], and John W. Picket

[127] *The New Juvenile Spelling Book and Rudimental Reader.* Cincinnati: C.P. Barnes, and Morgan and Sanxay, n.d. 168 p. PE 1144 .P5

[128] *The New Juvenile Expositor or Rational Reader.* Cincinnati: Picket & Co.; Wheeling, W. Va.: A. & E. Picket, 1831. 384 p. PE 1144 .P5

Pike, James

[129] *An English Spelling Book.* 3rd ed. Boston: Munroe & Francis, 1822. 170 p. PE 1144 .P5

Pollard, Rebecca S[mith]

[130] *Pollard's Advanced Spellers, Part I and Part II.* Chicago: Western Publishing House, 1897. 232 p. PE 1145 .P6

Mrs. Pollard's late nineteenth century speller, written to support the prevailing readers, offered the synthetic or "whole sounds" approach to spelling. Her techniques and teaching methods more nearly coincide with the contemporary concern for phonics than any of the other early spellers. She also wrote *Pollard's Synthetic Speller* and a manual to accompany both spellers.

Prentiss, Thomas M[ellen]

[131] *The Maine Spelling Book.* Portland, [Me.]: Isaac Adams and Stephen Patten, 1809. 132 p. PE 1144 .P7

Robinson, John

[132] *A New English Spelling Book.* London: The Author, 1800. 180 p. PE 1144 .R6

Russell, William

[133] *Spelling-Book, or Second Course of Lessons in Spelling and Reading.* Boston: Charles Tappan, 1845. 160 p. PE 1144 .R8

[134] Boston: Tappan & Whittemore, 1852. 178 p. PE 1144 .R8

Sanders, Charles W[alton]

[135] *Sanders' Analysis of English Words.* New York: Ivison, Phinney & Co. [etc.], 1860. 240 p. PE 1144 .S2

[136] *Sanders' New Speller, Definer, and Analyzer.* Newburgh, N.Y.: T.S. Quackenbush; New York: Ivison & Phinney, 1857. 168 p. PE 1144 .S2

In many schools this speller also served as the only dictionary available to teacher and students.

[137] *Sanders's Spelling Book.* Worcester, Mass.: Mirick & Bartlett, n.d. 166 p. PE 1144 .S2

A fully illustrated speller purported to have sold over two million copies which used numbers over vowels to show vowel length; featured the catechetical method requiring lengthy memorization; and relied on Webster's dictum.

[138] Rochester: Sage and Brother; New York: Mark H. Newman, 1845. 168 p. PE 1144 .S2

[139] *Sanders' Test-Speller.* New York and Chicago: Ivison, Blakeman, Taylor & Co., 1866. 95 p. PE 1145 .S2

[140] *Sanders' Union Speller.* New York: Ivison, Phinney, Blakeman & Co.; Chicago: S.C. Griggs & Co., 1867. 172 p. PE 1145 .S2

[141] New York and Chicago: Ivison, Blakeman, Taylor & Co., 1872. 178 p. PE 1145 .S2

Sargent, Epes

[142] *A Pronouncing Spelling-Book.* Boston: John L. Shorey; Philadelphia: J.B. Lippincott & Co.; New York: W.I. Pooley & Co., 1867. 166 p. PE 1145 .S2

Another graded speller with various editions, the unique feature of this book was the manner in which Sargent listed the words, not in columns, but in rows of lines across the page, e.g., aerial, alluvial, colloquial, diluvial. Sargent, also author of popular readers and books on elocution and etymology, classified words according to difficulty and similarity of spelling or sounds, and showed the pupil where Webster and Worcester differed in their respective approaches on the teaching of certain words.

[143] 1874. 168 p. PE 1145 .S2

[144] *The Smaller Standard Speller.* Boston: John L. Shorey; Philadelphia: J.B. Lippincott & Co.; New York: W.I. Pooley & Co., 1864. 72 p. PE 1145 .S2

[145] *The Standard Speller.* Boston: Phillips, Sampson & Co., 1858. 168 p. PE 1144 .S2

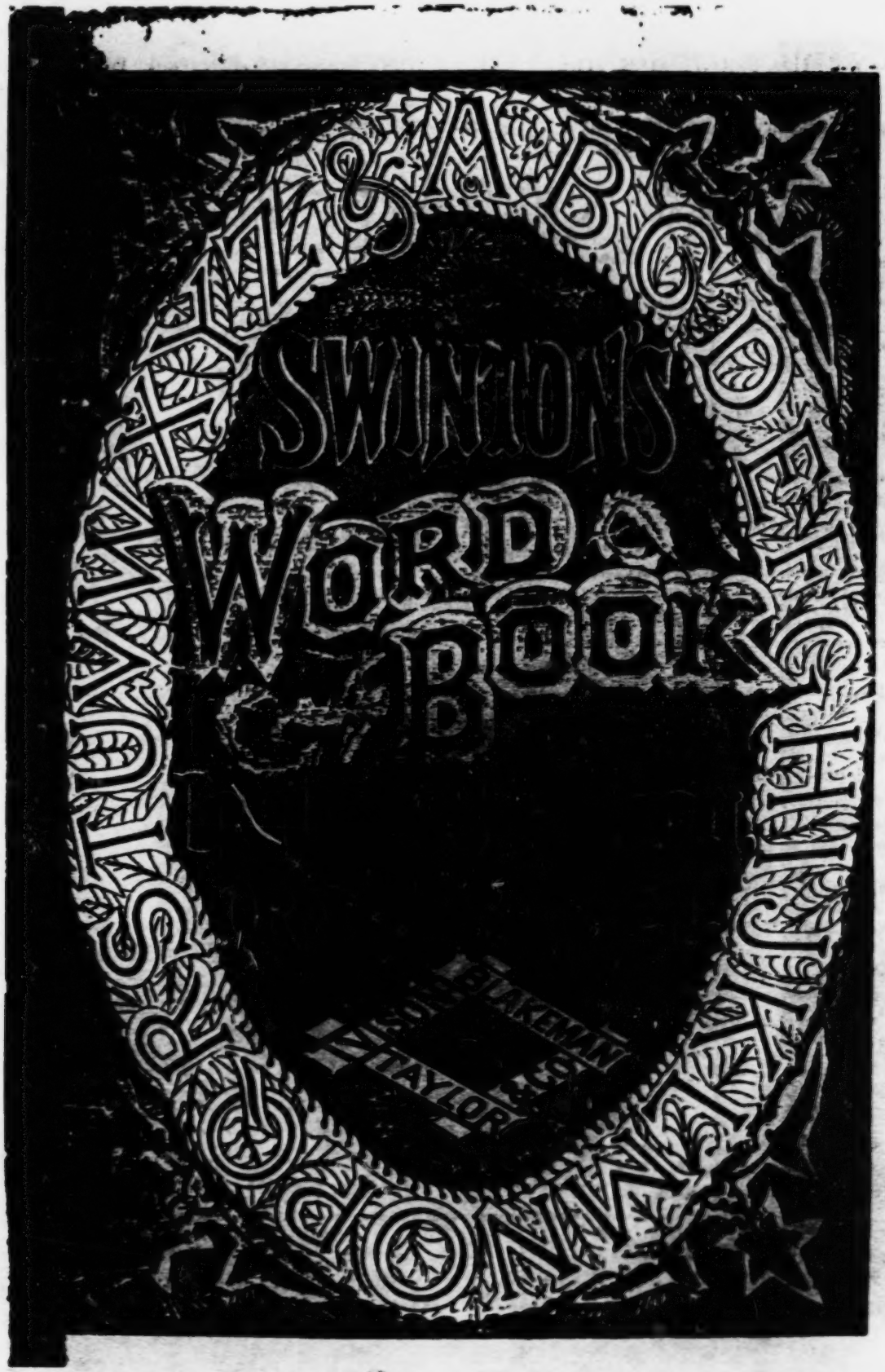
Sears, James H.

[146] *A Standard Spelling Book.* Rev. ed. Greenfield, Mass.: A. Phelps, 1827. 144 p. PE 1144 .S4

[147] New Haven: Durrie & Peck, 1828. 144 p. PE 1144 .S4

Sheridan, Thomas

[148] *A Complete Dictionary of the English Language.* 6th ed. Philadelphia: W. Young, Mills & Son, 1796. 425 p. PE 1620 .S5


SWINTON'S
WORD
BOOK
BLAKEMAN
TAYLOR

SWINTON'S WORD PRIMER

NEW YORK · CINCINNATI · CHICAGO
AMERICAN BOOK COMPANY

Simmons, John
[149] *The City and Country Spelling Book.* Part II. Philadelphia: The Author, 1835. 108 p. PE 1144 .S5

Smith, [Sir] William
[150] *A New Classical Dictionary.* Edited by Charles Anthon. New York: Harper & Bros., 1875. 39 p. PE 1625 .S6

Smith, William W.
[151] *The Speller's Manual.* 31st ed. Philadelphia: Miller & Elder, 1852. 63 p. PE 1144 .S6

[_____]

[152] *The Southern First Spelling Book.* 2nd ed. Richmond, [Va.]: Drinker & Morris, 1845. 179 p. PE 1144 .S6

One of the textbooks used in the Confederacy.

[_____]

[153] *The Speller and Word-Book.* New York, Cincinnati, and St. Louis: Benziger Bros., 1877. 46 p. PE 1145

[_____]

[154] *Spelling-Book.* New York, Cincinnati, and Chicago: American Book Co., 1895. 128 p. PE 1145

Story, Charles A[ugustus]
[155] *Story's Blending and Spelling Book.* Chicago: United States Phonetic Co., 1883. 307 p. PE 1145 .S8

Swan, William D[raper]
[156] *The Spelling Book.* Philadelphia: Thomas, Cowperthwait & Co., 1849. 148 p. PE 1144 .S95

[157] 1851. 148 p. PE 1144 .S95

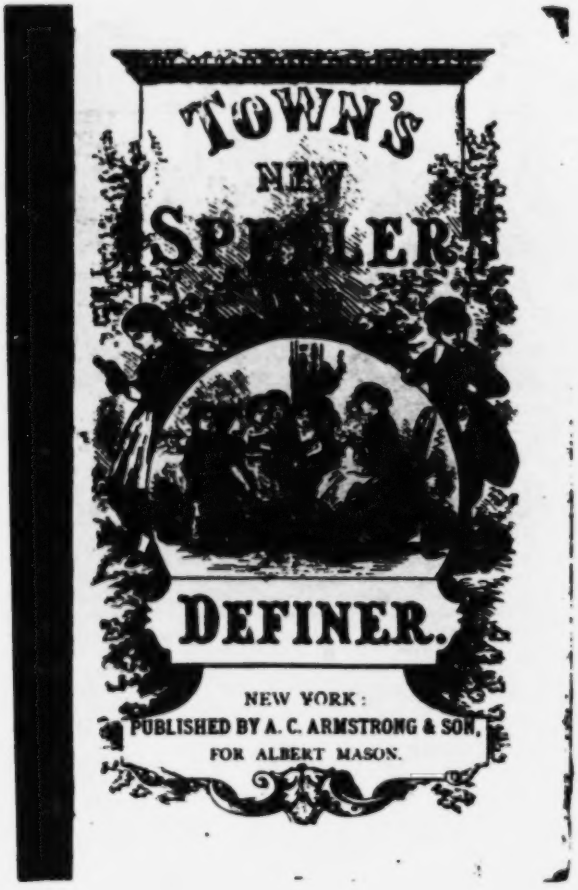
[158] 1853. 148 p. PE 1144 .S95

Swinton, William
[159] *Word-Analysis.* New York, Cincinnati, and Chicago: American Book Co., 1871. 125 p. PE 1145 .S95

[160] *Word Book of English Spelling.* Rev. ed. New York, Cincinnati, and Chicago: American Book Co., 1872. 153 p. PE 1145 .S95

Swinton intended this book to precede *Word Analysis.* Here Swinton presents short spelling lessons, divided into written and oral work, into monthly and yearly sections and provides systematic review lessons, short lessons on the names of common objects and activities of life. Furthermore, he classifies words by associating them with leading ideas. This important speller by Swinton can be considered to be a forerunner of the spelling books popular during the 1930s and 1940s in which words to be learned in spelling are arranged by topical themes.

[161] New York and Chicago: Ivison, Blakeman & Co., [1873]. 154 p. PE 1145 .S95



[162] New York and Chicago: Ivison, Blakeman, Taylor & Co., 1875. 154 p. PE 1145 .S95

[163] 1878. 154 p. PE 1145 .S95

[164] 1879. 154 p. PE 1145 .S95

[165] 1897. 154 p. PE 1145 .S95

[166] *Word-Primer*. New York, Cincinnati, and Chicago: American Book Co., 1873. 96 p. PE 1145 .S95

Tower, David B[ates]

[167] *The Gradual Speller and Complete Enunciator Showing the Orthography and Orthoepy*. Boston: Sanborn, Carter, Bazin & Co., 1845. 160 p. PE 1144 .T6

An excellent example of how the title of the book is used to announce what the book will contain.

[168] New York: Cady & Burgess, 1848. 160 p. PE 1144 .T6

[169] Rev. by P.F. de Gournay. Baltimore: Kelly & Piet, 1868. 160 p. PE 1145 .T6

Town, Salem

[170] *An Analysis of the Derivative Words in the English Language*. 3rd ed. New York: Harper & Bros., 1836. 164 p. PE 1144 .T6

Salem Town believed that most pupils could not spell well because they could not readily trace the Greek and Latin roots of words.

[171] 22nd ed. Rochester, [N.Y.]: Fisher & Co., 1846. 164 p. PE 1144 .T6

[172] New York: Oakley, Mason & Co., 1871. 168 p. PE 1145 .T6

[173] New York: Albert Mason, 1874. 168 p. PE 1145 .T6

[174] *Town's Speller and Definer*. Rev. and enl. Portland, [Me.]: Sanborn & Carter, 1848. 168 p. PE 1144 .T6

[175] 1849. 168 p. PE 1144 .T6

[176] 1853. 168 p. PE 1144 .T6

[177] Boston: Sanborn, Carter and Bazin; Portland, [Me.]: Francis Blake, 1856. 168 p. PE 1144 .T6

[178] *Town's New Speller and Definer*. Rev. ed. New York: Oakley & Mason, 1868. 168 p. PE 1145 .T6

[179] *Town's Spelling and Defining Book*. 187th ed. Lockport, N.Y.: N. Leonard, 1839. 160 p. PE 1144 .T6

[180] New York: Clement & Packard, 1842. 160 p. PE 1144 .T6

[181] Buffalo: Phinney & Co., 1843. 167 p. PE 1144 .T6

[182] 100th ed. Cooperstown, [N.Y.]: H. & E. Phinney; Utica, [N.Y.]: I. Tiffany, 1847. 167 p. PE 1144 .T6

Town, Salem, and Nelson M. Holbrook

[183] *The Progressive Speller, for Common Schools and Academies*. Boston: Oliver Ellsworth, n.d. 168 p. PE 1145 .T6

[184] Boston: Hall and Whiting, 1859. 168 p. PE 1144 .T6

Walker, John

[185] *A Critical Pronouncing Dictionary, and Expositor of the English Language*. Philadelphia: Ambrose Walker [etc.], 1818. 875 p. PE 1625 .W3

FABLE I.

The Wolf and the Lamb.

A WOLF is a very terrible animal, and eats lambs and sheep, and even little children.

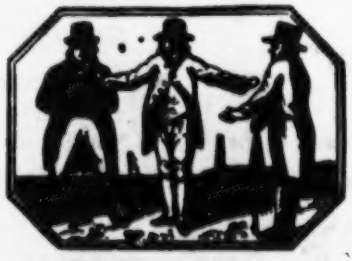
A creature who is very hungry, and wants to eat you, will not stay to ask you a great many questions; and, if he does, I suppose will not listen very good-naturedly to your answers.

One of Esop's wolves however, that I am now going to tell you about, was of a humour to talk to his prey, and never to play the tyrant, without producing an argument to prove that it was reasonable to do so. This wolf happened to be thirsty, and went to the stream to drink. A little lower down the stream there was a pretty lamb, that, like little Red-Riding-Hood in the story-book, did not know it was dangerous to stay and hear a wolf talk, that was drinking at the same time.

The wolf looked very fiercely at the lamb, and longed to eat him up. You little knave, said the wolf, how dare you put in your nose there, and make the water all muddy that comes to me to drink!

I cannot muddy the water for you, replied the lamb, for look you! I am lower down the stream, and the water comes from you to me.

FABLE II.



The Disputed Oyster.

TWO men, walking together on the beach of the sea, happened to spy an oyster. Ahn! said one of them, look here, my friend! what a fine oyster! Both of them happened to be very fond of oysters; but your oyster-eaters say, an oyster is spoiled, if it is cut; and they had neither of them a knife. What was to be done? I cannot tell what two generous men would have done in such a case, but each of these men loved an oyster better than his friend. They both run to take up the poor fish; they knocked their heads against each other, and were almost going to fight.

Come, come, said one, we will not go to blows about an oyster neither! That would be too foolish. The rule is, He that sees a God-send first, he is the man. In that case, said the first, the oyster is mine, for I showed it you. Do not pretend I am near-sighted, neither, said the second; I have as good eyes as my neighbour. A long while before you spoke, I saw something lying on the beach, and was almost sure it was an oyster. They could not settle who saw it first.

They might have drawn lots, or tossed up a half-penny, to see who should have the oyster; but they were

FABLE III.

The Lion and other Beasts hunting.

AN alliance, offensive and defensive, was formed between the Lion and other beasts, who were to live very sociably together in the forest. One day, having made a sort of an excursion by way of hunting, they took a very fine, large, fat Deer, which was divided into four parts; there happening to be then present, his majesty the Lion, and only three others. After the division was made, and the parts were set out, his majesty advancing forward some steps, and pointing at one of the shares, was pleased to declare himself after the following manner: This I seize and take possession of as my right, which devolves to me, as I am descended by a true, lineal, hereditary succession from the Royal Family of *Lion*; That, (pointing to the second,) I claim by, I think, no unreasonable demand; considering that all the engagements you have with the enemy, turn chiefly upon my courage and conduct; and you very well know that wars are too expensive to be carried on without proper supplies. Then, (nodding his head towards the third) that I shall take by virtue of my prerogative; to which, I make no question but so dutiful and loyal a people will pay all the deference and regard that I can desire. Now, as for the remaining part, the necessity of our present

Walker's dictionary was first published in 1791 and was highly acclaimed and borrowed. This edition was based on the sixteenth London edition and reflected, as did all of Walker's works, the upper-class speech of England. Walker's pronunciation guides and Johnson's orthography motivated Noah Webster to design his famous speller based on American speech.

[186] *Walker's Critical Pronouncing Dictionary, and Expositor of the English Language*. Boston: Lincoln & Edmands, Samuel T. Armstrong, and Charles Ewer, 1823. 468 p. PE 1625 .W3

[187] Boston: Lincoln & Edmands, Charles Ewer, and J.H.A. Frost, 1829. 468 p. PE 1625 .W3

Warren, Mortimer A.

[188] *The Graded Class-Word Speller*. New York: Taintor Bros., Merrill & Co., 1876. 152 p. PE 1145 .W3

Watkins, William B.

[189] *McGuffey's Alternate Spelling-Book*. Cincinnati and New York: Van Antwerp, Bragg & Co., 1888. 96 p. PE 1145 .W3

Watkins was the publisher's in-house editor who was responsible for the major revisions of the McGuffey books. One of the changes was to use diacritical marks in identifying vowel sounds as opposed to the use of numerals used by previous authors.

Watson, J. Madison

[190] *The National Elementary Speller*. New York: A.S. Barnes & Burr, 1859. 160 p. PE 1144 .W3

[191] *Watson's Complete Speller, Oral and Written*. New York, Chicago, and New Orleans: A.S. Barnes & Co., n.d. 162 p. PE 1145 .W3

In the Preface, Watson summarized his approach to spelling by emphasizing oral and written lessons and by stating that lessons and methods must be strictly educational and conform with the "Laws of Mental Association." Watson, too, used diacritical marks to indicate the sounds of vowels and consonants, and attempted to relate the words to the world and aspects of life, e.g., "Animal, Vegetable, and Mineral Kingdoms."

[192] New York: A.S. Barnes & Co., 1878. 162 p. PE 1145 .W3

BEST COPY AVAILABLE

Webster, Noah

[193] *An American Dictionary of the English Language*. 11th ed. New York: N. and J. White, 1834. 1011 p. PE 1625 .W4

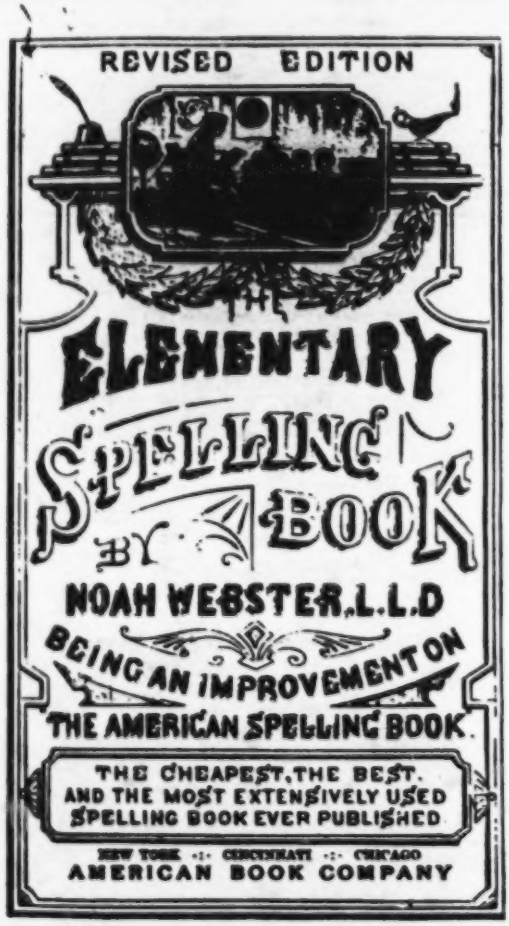
Webster alludes in his preface to his failing health and indicates that the work, an abridgement of the Quarto edition, was done by Joseph E. Worcester and Charles Goodrich, his son-in-law. The features of this edition included additional vocabulary, etymologies, and changes in orthography rules. For example, *u* and *k* were excluded from such words as *honor* and *music*, and in derivative words, such as *worshiping* and *counseling*, the final consonant of the primitive is doubled only when under the accent. Webster boasted that the 16,000 words and over 30,000 definitions included in this book were "in constant use in all aspects of American life."

[194] *The American Spelling Book*. 27th Conn. ed. Hartford, [Conn.]: Hudson & Goodwin, n.d. 165 p. PE 1144 .W4

Critics hailed this book for its simple and logical approach to the teaching of spelling. It became America's all-time best speller and the most popular textbook of its time. The pattern was to present several pages of syllables using different vowel sounds. Pupils progressed from words of one syllable to longer words with more letters, syllables, and sounds. There were also short fables, moral tales, verb paradigms, a numbers chart, illustrative sentences, and a list of foreign words occurring in English.

[195] 9th rev. ed. Utica, [N.Y]: Seward & Williams, 1815. 168 p. PE 1144 .W4

To Teachers and School Officers.
Any school book published by the American Book Company will be sent to any address on receipt of the published list-price. Teachers and School Officers are cordially invited to correspond with the Company upon any matter pertaining to school books.
Descriptive and classified Price-lists, Bulletins of New Books, and other circulars of information will be sent free to any address on application to the Publishers:
AMERICAN BOOK COMPANY,
NEW YORK, CINCINNATI, CHICAGO.



BEST COPY AVAILABLE

[196] Rev. ed. Brattleborough, Vt.: William Fessenden, 1816. 168 p. PE 1144 .W4

[197] 1817. 168 p. PE 1144 .W4

[198] Concord, N.H.: Manahan, Hoag & Co., 1817. 168 p. PE 1144 .W4

[199] Brattleborough, Vt.: William Fessenden, 1821. 168 p. PE 1144 .W4

[200] Philadelphia: Robert H. Sherburne, 1828. 168 p. PE 1144 .W4

[201] Middletown, Conn.: William H. Niles, 1831. 168 p. PE 1144 .W4

[202] Wells River, Vt.: Ira White, 1843. 168 p. PE 1144 .W4

[203] *A Compendious Dictionary of the English Language*. Hartford and New Haven: Increase Cooke & Co., 1806. 408 p. PE 1625 .W4

In the preface to his first dictionary, Noah Webster credits Rev. Elizur Goodrich for having inspired him to compile the dictionary as a companion to his previously published grammar, reading, and spelling books. The print in this edition is so small it is scarcely decipherable. Webster claims to have added 5,000 new words to compilations done by Sheridan, Walker, and Johnson. One section is devoted to showing the differences in pronunciation rules set forth by various lexicographers.

[204] *A Dictionary for Primary Schools*. New York: N. & J. White: New Haven: Durrie & Peck, 1833. 341 p. PE 1625 .W4

[205] *The Elementary Spelling Book; Being an Improvement on the American Spelling Book*. Cincinnati: N.G. Burgess & Co., 1829. 168 p. PE 1144 .W4

Webster restored some of the spellings he had previously changed in *The American Dictionary* when this book was published.

[206] Brookfield, [Mass.]: E. & L. Merriam, 1835. 168 p. PE 1144 .W4

[207] Portland, Me.: Sherburne & Co., 1841. 168 p. PE 1144 .W4

[208] New York: G.F. Cooledge & Bro., 1848. 168 p. PE 1144 .W4

[209] New York: D. Appleton & Co., 1857. 168 p. PE 1144 .W4

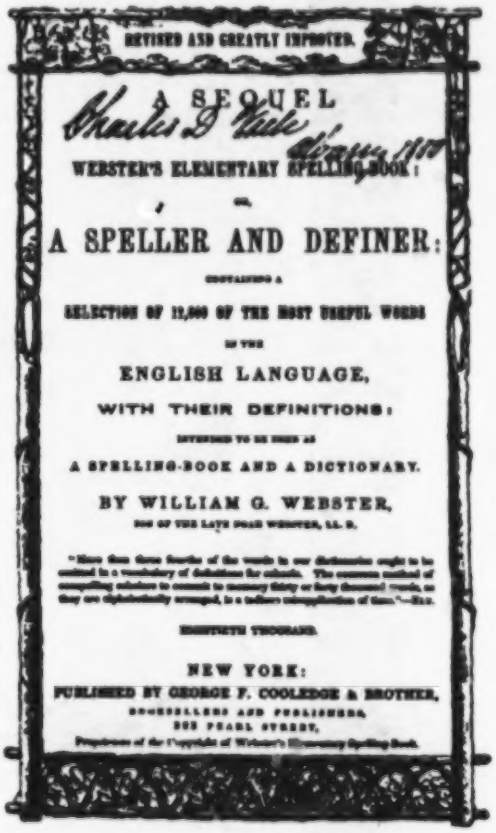
[210] 1866. 170 p. PE 1145 .W4

[211] New York, Cincinnati, and Chicago: American Book Co., 1880. 174 p. PE 1145 .W4

Webster, William G.

[212] *A Sequel to Webster's Elementary Spelling Book or a Speller and Definer*. 3rd ed. rev. Louisville, [Ky.]: Morton & Griswold; New York: George F. Cooledge & Bro., 1845. 172 p. PE 1144 .W4

The author was the favorite son of Noah Webster. Although William Webster arranged the book to be both a speller and a dictionary, it had minor worth as a dictionary and was basically an extension of his father's work.


REVISED AND GREATLY IMPROVED.

A SEQUEL

WEBSTER'S ELEMENTARY SPELLING BOOK:

OR,

A SPELLER AND DEFINER:

CONTAINING A

SELECTION OF 12,000 OF THE MOST USEFUL WORDS

IN THE

ENGLISH LANGUAGE,

WITH THEIR DEFINITIONS:

INTENDED TO BE USED AS

A SPELLING-BOOK AND A DICTIONARY.

BY WILLIAM G. WEBSTER,

SON OF THE LATE NOAH WEBSTER, LL. D.

"Since four fifths of the words in our dictionaries ought to be omitted in a vocabulary of definitions for schools. The common method of compelling scholars to commit to memory thirty or forty thousand words, as they are alphabetically arranged, is a tedious misapplication of time."—ED.

EIGHTIETH THOUSAND.

NEW YORK:

PUBLISHED BY GEORGE F. COOLEDGE & BROTHER,

BOOKSELLERS AND PUBLISHERS,

322 PEARL STREET,

Proprietors of the Copyright of Webster's Elementary Spelling Book.

[213] New York: George F. Cooledge; Philadelphia: J.B. Lippincott & Co.; Louisville, [Ky.]: Morton & Griswold, 1845. 88 p. PE 1144 .W4

[214] New York: George F. Cooledge & Bro., 1845. 165 p. PE 1144 .W4

WORCESTER'S
PRIMARY
SPELLING-BOOK.
ILLUSTRATED.

BOSTON,
BREWER & TILESTON.

[215] Philadelphia: J.B. Lippincott & Co., 1845. 169 p. PE 1144 .W4

[_____]

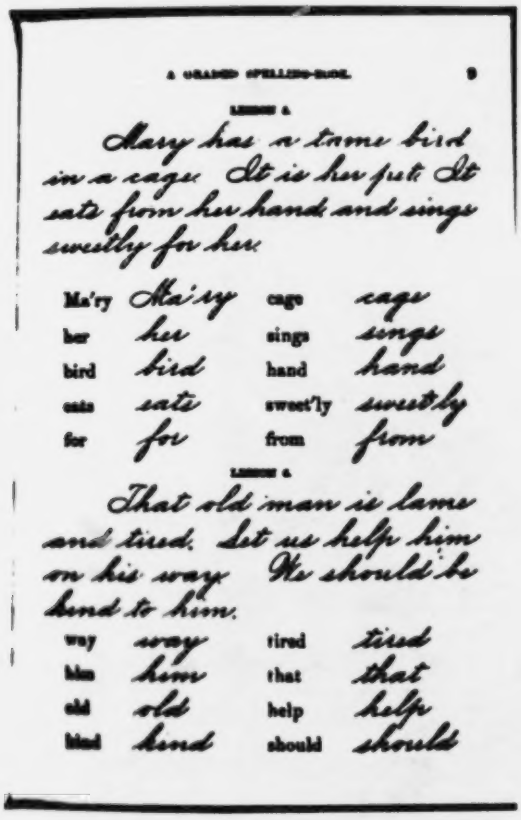
[216] *Webster's Old Spelling Book*. Rev. ed. Sandbornton, N.H.: Charles Lane, 1817. 144 p. PE 1144 .W4

Wheeler, William Henry
[217] *Wheeler's Graded Studies in Great Authors*. Chicago: W.H. Wheeler & Co., 1899. 224 p. PE 1145 .W45

Williams, George
[218] *A Critical Pronouncing Spelling Book*. Rev. ed. Hamilton, N.Y.: Williams, Orton & Co., 1833. 168 p. PE 1144 .W5

Willson, Marcius
[219] *Willson's Larger Speller*. New York: Harper & Bro., 1864. 166 p. PE 1145 .W5

[220] *Willson's Primary Speller*. New York: Harper & Bro., 1863. 80 p. PE 1145 .W5



A GRADED SPELLING-BOOK. 9

LESSON 5.

Mary has a tame bird in a cage. It is her pet. It eats from her hand and sings sweetly for her.

Ma'ry	*Ma'ry*	cage	*cage*
her	*her*	sings	*sings*
bird	*bird*	hand	*hand*
eats	*eats*	sweet'ly	*sweetly*
for	*for*	from	*from*

LESSON 6.

That old man is lame and tired. Let us help him on his way. We should be kind to him.

way	*way*	tired	*tired*
him	*him*	that	*that*
old	*old*	help	*help*
kind	*kind*	should	*should*

THE NEW

AMERICAN PRIMARY SPELLER.

LESSON I.

am	if	on	me
an	it	of	he
at	in	ox	we

LESSON II.

to	go	so	by
do	my	lo	or
be	us	no	up

Worcester, Joseph E.
[221] *A Comprehensive Dictionary of the English Language*. Boston: Brewer & Tileston; New York: J.W. Schermerhorn & Co., 1874. 608 p. PE 1625 .W6

Joseph E. Worcester was Noah Webster's real competition. In his dictionaries, Worcester used an elaborate system of diacritical marks to indicate pronunciations. He challenged Webster's theories on orthography and pronunciation largely through newspaper columns and advertisements.

Worcester, S[amuel] T.
[222] *Sequel to the Spelling Book*. Boston: James Munroe & Co., 1835. 138 p. PE 1144 .W6

[223] *A Spelling-Book for the United States of America*. Boston: Crocker & Brewster, and Carter, Hendee, and Babcock, 1831. 168 p. PE 1144 .W6

One of the first spellers to advocate the whole word method of teaching.

[224] New York, J. Leavitt; Boston: Crocker & Brewster, [1853]. 168 p. PE 1144 .W6

[225] *A Third Book for Reading and Spelling.* Boston: Jenks, Palmer & Co., 1848. 288 p.
PE 1117.A1W .W6

Wright, Albert D.

[226] *Elements of the English Language; or Analytical Orthography.* 4th ed. enl. and impr. Cazenovia, N.Y.: Henry, Hitchcock & Co.; New York: Alexander V. Blake, 1845. 126 p. PE 1144 .W7

Attempted to teach the "philosophy of orthography and orthoepy."

[227] Cazenovia, N.Y.: Henry & Sweetlands, 1847. 126 p. PE 1144 .W7

[228] 10th ed. enl. and impr. New York: A.S. Barnes & Co.; Cincinnati: H.W. Derby & Co., 1851. 126 p.
PE 1144 .W7

[229] 1852. 126 p. PE 1144 .W7

[230] New York: A.S. Barnes & Co., 1859. 125 p.
PE 1144 .W7

[_____]

[231] *The Young Catholic's Illustrated Speller.* New York: The Catholic Publication Society [etc.], 1874. 142 p. PE 1145

Alphabetical Index of Titles

An Abridgement of Ainworth's Dictionary [102]
The Alphabet of Orthoepy [82]
The American Definition Spelling Book, Improved [3]
An American Dictionary of the English Language [193]
The American Instructer [8]
The American Speller [34]
The American Spelling-Book (Butler) [19]
The American Spelling Book (Webster) [194, 195, 196, 197, 198, 199, 200, 201, 202]
An Analysis of the Derivative Words in the English Language [170, 171, 172, 173]
The Analytical Speller [38, 39]
Analytical Spelling Book (Jones) [81]
Analytical Spelling Book (Mulkey) [103]
The Analytical Spelling Book (Parsons) [116]
The City and Country Spelling Book [149]
Cobb's Expositor [24, 25]
Cobb's New Spelling Book [26]
Cobb's Spelling Book [27, 28, 29]
The Columbian Spelling-Book [32]
Comly's Spelling and Reading Book [30, 31]
The Common School Speller [48]
A Compendious Anglo-Saxon and English Dictionary [11]
A Compendious Dictionary of the English Language [203]
A Complete Dictionary of the English Language [148]
The Complete Speller [91]
A Comprehensive Dictionary of the English Language [221]
A Comprehensive Spelling-Book [15, 16]
A Comprehensive Spelling-Book to Accompany Hillard's Series of Reading Books [79]
A Critical Pronouncing Dictionary, and Expositor of the English Language [185]
A Critical Pronouncing Spelling Book [218]
A Dictionary for Primary Schools [204]
The Elementary Spelling Book [205, 206, 207, 208, 209, 210, 211]
The Elementary Spelling Book, Revised and Adapted to the Youth of the Southern Confederacy [46]
Elements of the English Language [226, 227, 228, 229, 230]
English Spelling as It Is [5]
An English Spelling Book [129]
Entick's New Spelling Dictionary [45]
An Etymological Dictionary [54]
False Orthography [49]
The First Book of Word and Sentence Work [73]
Glass's Speller [53]
The Graded Class-Word Speller [188]
The Graded-School Primary Speller [61]
A Graded Spelling-Book [57, 58, 59, 60]
A Graded Test Spelling-Book [52]
The Gradual Speller and Complete Enunciator [167, 168, 169]
Guide to Spelling the English Language [12]
Guy's Exercises in Orthography [56]
Harvey's Graded-School Speller [62]
Hazen's Complete Spelling Book [74]
Henderson's Test Words in English Orthography [75, 76]
The Instructive Speller [35]
An Introduction to Spelling and Reading in Two Volumes [2]
The Juvenile Expositor [122]
The Juvenile Spelling-Book [123]
Kelley's Second Spelling Book [83]
List of New Words by Lessons of the Primer and McGuffey Readers [10]
The Maine Spelling Book [131]
Manual, Analytical and Synthetical of Orthography and Definition [93, 94]
Manual of Orthography [13]
Marshall's Spelling Book of the English Language [88]

McGuffey's Alternate Spelling-Book [189]
McGuffey's Eclectic Spelling-Book [96, 97]
McGuffey's New Eclectic Spelling-Book [98]
McGuffey's Newly Revised Eclectic Spelling Book [99]
The Metropolitan Illustrated Speller [100]
The National Elementary Speller [190]
The National Pronouncing Speller [113, 114, 115]
National Series of Selections for Reading [112]
The National Spelling-Book [40, 41, 42, 43, 44]
The Natural Speller and Word Book [105]
New American Series, Advanced Speller [106]
New American Series, Primary Speller [107]
New American Series, Pronouncing Speller [108]
The New, American Spelling Book [118]
A New Classical Dictionary [150]
The New England Spelling Book [92]
A New English Spelling Book [132]
The New Juvenile Expositor [128]
The New Juvenile Spelling Book and Rudimental Reader [127]
The New-York Spelling-Book [109]
The Normal Course in Spelling, Advanced Book [37]
The Normal Course in Spelling, Primary Book [36]
The North American Spelling Book [85, 86]
1001 Questions and Answers on Orthography and Reading [63]
The Only Sure Guide to the English Tongue [119, 120, 121]
Osgood's American Primary Speller [110]
The Palmetto Dictionary [111]
Patterson's Speller and Analyzer [117]
The Philadelphia Book [6]
Picket's Juvenile Spelling Book [124, 125, 126]
The Pictorial Spelling Book [9]
Pollard's Advanced Spellers [130]
The Practical Dictation Spelling-Book [104]
The Practical Speller [101]
The Practical Spelling-Book [50]
The Primary Instructer [72]
The Primary Normal Speller [7]
Primary Spelling Book [17]
The Progressive Speller [183, 184]
Pronouncing Speller [14]
A Pronouncing Spelling-Book [142, 143]
The Pronouncing Spelling Book, Adapted to Walker's Critical Pronouncing Dictionary [33]
Rand-McNally Speller and Word-Book [78]
Reading Speller, First Book [21, 22]
Reading Speller, Second Book [23]
Sanders' Analysis of English Words [135]
Sanders' New Speller, Definer, and Analyzer [136]
Sanders' Spelling Book [137, 138]
Sanders' Test-Speller [139]
Sanders' Union Speller [140, 141]
The Scholar's Companion [4]
The School and Family Dictionary [51]
Sequel to the Spelling Book [222]
A Sequel to Webster's Elementary Spelling Book [212, 213, 214, 215]
The Smaller Standard Speller [144]
The Southern Elementary Spelling-Book [80]
The Southern First Spelling Book [152]
Speller [20]
The Speller and Definer [64, 65, 66, 67, 68, 69]
The Speller and Word-Book [153]
The Speller's Manual [151]
Spelling-Book (Smith) [154]
The Spelling Book (Swan) [156, 157, 158]
A Spelling Book for Advanced Classes [1]
A Spelling-Book for the United States of America [223, 224]
A Spelling Book of the English Language [87, 89, 90]
Spelling-Book, or Second Course of Lessons in Spelling and Reading [133, 134]
A Spelling, Pronouncing and Parsing Dictionary [47]
The Standard Speller [145]
A Standard Spelling Book [146, 147]
Story's Blending and Spelling Book [155]
Sunday School Spelling and Reading Book [84]
The Symbolical Spelling Book, Part I [70]
The Symbolical Spelling Book, Part II [71]
A Test Spelling-Book [77]
A Third Book for Reading and Spelling [225]
Town's New Speller and Definer [178]
Town's Speller and Definer [174, 175, 176, 177]
Town's Spelling and Defining Book [179, 180, 181, 182]
Walker's Critical Pronouncing Dictionary, and Expositor of the English Language [186, 187]
Watson's Complete Speller [191, 192]
Webster's Old Spelling Book [216]
The Western Spelling Book [55]
Wheeler's Graded Studies in Great Authors [217]
Willson's Larger Speller [219]
Willson's Primary Speller [220]
Word-Analysis [159]
Word Book of English Spelling [160, 161, 162, 163, 164, 165]
Word-Primer [166]
The Young Analyzer [95]
The Young Catholic's Illustrated Speller [231]
The Young Tyro's Instructer [18]